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IDENTIFIERS	*Montessori Schools

ABSTRACT

This publication of the International Montessori Society, issued eight times yearly, provides news and information to extend awareness and interest in the application of Montessori educational principles and to promote harmony in the Montessori community. Regular sections in each issue provide information on training opportunities, teaching practices, relevant government legislation, editorials, positions available, and membership benefits. Each issue also investigates a special area of Montessori education. (KB)

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The Montissori Observer

1980 - 1997

Volume 1-18

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PS 026 650

Vol. I, No. 1

February 1980

Creating the New Education

The Montessori

OBSERVER

Published by the International Montessori Society • P.O. Box 4338 • Washington, D.C. 20012 • Phone (301) 589-1127

International Montessori Society

Creating the New Education

The International Montessori Society, established in 1979 to support the effective application of Montessori principles throughout the world, will enable the Montessori community to realize its great work of transforming society through the creation of the *new education*. IMS is committed to extending Montessori principles throughout the entire field of education as envisioned by Dr. Montessori. IMS believes that it is now possible to realize Montessori's great vision of a transformation in the quality of education in the world.

IMS Goals

IMS will support the creation of the *new education* through a wide range of services and programs for the Montessori community. Specific goals include:

1. To support the effective preparation of Montessori teachers through affiliated training centers and IMS teacher certification;
2. To support the quality and effectiveness of Montessori schools through IMS school membership and commitment to IMS Montessori school criteria;

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IMS Teacher Training Centers Announced

Anchorage, AL
San Antonio, TX
Renton, WA
Washington, D.C.

Anchorage, AL

The Montessori Creative Training Center (Anchorage, AL) is organized as a non-profit educational corporation in the state of Alaska with authorization from the Alaska Department of Education. This training program provides an independent study format and includes a summer workshop to demonstrate and practice the use of the materials. Practical teaching experience is provided through internship at local Montessori schools. Graduates of this course will receive the IMS primary Montessori teacher certification.

IMS/Alaska is under the direction of **Margaret Green** who is also administrator for the Montessori Creative Schools which serves 400

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PS 026650

Montessori Observer

IMS Quarterly Publication

The *Montessori Observer* is a quarterly IMS publication mailed to Montessori schools and IMS members throughout the world. The purpose of this publication is to provide news and information about the development of Montessori education to extend awareness and interest with regard to the application of Montessori principles in the world and to promote harmony within the Montessori community.

The *Montessori Observer* is distributed in February, April, September and November, at no cost to Montessori schools in North America and to IMS members throughout the world. Subscription to this publication may be obtained by requesting IMS membership which is open to all individuals for a $10 yearly fee.

The *Observer* investigates a special area of Montessori education in each

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Mary Ruth and Margaret Green working on the elementary course curriculum (Anchorage, AL)

IMS Elementary Course

International Enrollment Open

The first IMS elementary course for applying Montessori principles with children 6-12 is open to international enrollment. This unique course, limited only to individuals with primary Montessori certification, is sponsored by IMS/Washington State and is under the direction of **Mary Ruth.** Consultation and support for this undertaking is provided by **Lee Havis,** IMS executive director (Washington, D.C.) and **Margaret Green** (IMS/Alaska). Graduates will receive IMS elementary Montessori teacher certification.

Course of Study

The format of the course is independent study, summer materials workshop, individual research, and final evaluation period.

I. *Independent Study*

This phase consists of reading and writing assignments completed at home and submitted by mail to the training program. Assignments are contained in the IMS Elementary Curriculum Guide which is provided

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EDITORIAL

Despite the efforts of many individuals and organizations since the establishment of the first Children's House in 1907, Dr. Montessori's dream of the *new education* has not yet been realized. Dr. Montessori's *new education* is education based on her principles which will provide the foundation for the establishment of social conditions needed for peace and harmony throughout the world. The International Montessori Society, formed in 1979, the *International Year of the Child,* offers hope that the *new education* as envisioned by Dr. Montessori may now be possible.

The need for IMS in the Montessori community is based on its intention to establish a clear commitment to the creation of the *new education*. The IMS viewpoint is that a specific commitment to the effective application of Montessori principles throughout the world is needed in order to realize Montessori's dream of the *new education*. As the commitment to Montessori principles expands beyond the Montessori community, the foundation for the *new education* is substantiated and solidified. The alternative to the creation of the *new education* is a continuation of the domination of education by traditional values and the limitations of existing social conditions.

Traditional Education

The lives of most children today are dominated by traditional educational values; i.e., fear, punishment and manipulation. The result of traditional education is individuals who complete school with the attitude that study and work are unpleasant burdens rather than opportunities to serve others and contribute to society. Learning is associated with struggle and fear rather than joy and satisfaction. The larger consequence of traditional education is detrimental social conditions which tend to perpetuate traditional education and reinforce detrimental social conditions (ignorance, attitudes of inadequacy, violence and repression) for future generations.

Society's Commitment

The dominant values in society today are contrary to Montessori principles. Restrictive government regulations and detrimental social conditions continue to frustrate the ability of teachers and schools to effectively apply Montessori principles with children.

The hope for a *new education* lies in public interest in education to achieve needed reform and change in society. The United States spends about 160 billion dollars a year on education with over 10% of the entire population participating as students, teachers or in support services. However, even with this keen public interest and substantial financial commitment, the Montessori community has been unable to marshall a significant public commitment to Montessori principles.

Creating the New Education

Creating the *new education* requires a commitment to Montessori principles larger than reasons and justifications. This commitment must extend beyond the attitudes and feelings of inadequacy which limit our ability to satisfactorily engage the forces opposing the establishment of Montessori principles in society. The Montessori community must dedicate itself to a process of confrontation with opposing social conditions so that disharmony and disagreement is viewed as an opportunity to validate the effectiveness of Montessori principles rather than a justification for a continuation of the present conditions.

The Role of the Montessori Community

The Montessori community is responsible for creating the *new education* by demonstrating to the world the effectiveness of Montessori principles. As the Montessori community demonstrates its ability to fulfill this function, Montessori principles will naturally become accepted and applied throughout the larger education community and society in general.

However, effective classroom application of Montessori principles is possible only from a complete commitment to these principles which must be supported throughout the entire Montessori community. IMS aims to provide this needed support.

Purpose of IMS

The purpose of IMS is to support the effective application of Montessori principles throughout the world. IMS aims to further this purpose by building the necessary commitment to Montessori principles through teacher training programs conducted by IMS affiliated centers. IMS publications and membership programs will also contribute to furthering the purpose of IMS by providing communication throughout the Montessori community and beyond.

Need for IMS

The need for IMS is based on the opportunity available now to the Montessori community to realize the creation of the *new education*. As IMS realizes its purpose in supporting the effective application of Montessori principles throughout the world, the entire Montessori community will be supported in its great work to transform society through education.

The Montessori Observer

published by

INTERNATIONAL MONTESSORI SOCIETY
P.O. Box 4338
Washington, D.C. 20012
(301) 589-1127

Lee Havis, Executive Director

The Montessori Observer is a quarterly IMS publication mailed in February, April, September and November to Montessori schools and IMS members. The purpose of the publication is to provide news and information about the development of Montessori education to extend awareness of Montessori principles in the world and promote harmony within the Montessori community.

INTERNATIONAL MONTESSORI SOCIETY
The International Montessori Society is sponsored by Educational Services, Inc., a non-profit corporation organized in Maryland, U.S.A. The purpose of IMS is to support the effective application of Montessori principles throughout the world.

SUBSCRIPTION
The *Montessori Observer* is provided at no cost to Montessori schools in North America. Subscription to this publication may be obtained by requesting IMS membership which is open to all individuals for a $10 yearly fee. Complete the membership application form to obtain an individual subscription and other benefits of IMS membership.

ADVERTISING
Advertising space is available for services and products relating to Montessori education. **Marketplace ads are $7/line. Position and Placement ads are $10 each and will be set and edited by us to conform to space requirements. Write for our** advertising outline for rates and other information about design advertising.

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BEST COPY AVAILABLE

IMS Training Centers

Alaska, Anchorage
Montessori Creative Training Center
Margaret Green, Director
2601 Fairbanks St.
Anchorage, AL 99503
(905) 272-5033

Texas, San Antonio
Kriterion Montessori Teacher Center
Joh Laven, Director
611 West Ashby Place
San Antonio, TX 78212
(512) 735-9778

Washington, Renton
IMS/Washington State
Mary Ruth, Director
P.O. Box 2019
Renton, WA 98055
(206) 266-9666

Washington, D.C.
IMS/Washington, D.C.
Lee Havis, Director
P.O. Box 4338
Washington, D.C. 20012
(301) 589-1127

IMS Membership Open to Individuals

Individuals are invited to participate in Montessori education through IMS individual membership. The purpose of this program is to enable individuals to support the work of IMS in furthering the application of Montessori principles throughout the world. IMS members receive valuable benefits including:

- —Subscription to *Montessori Observer*
- —IMS membership card
- —Discount on Montessori publications
- —Information about IMS Montessori programs

Apply for IMS membership by completing the Reader Response form and submitting to IMS with the $10 membership fee. If your application is sent by April 1, 1980, you receive a free copy of *The Essential Montessori* presenting basic Montessori principles of education.

Establish an IMS Affiliated Training Center

The training and certification of effective Montessori teachers is needed today to support the development and extension of Montessori principles throughout the world. The IMS affiliation program supports the development and effective operation of the needed training centers.

The IMS affiliation relationship is based on a written agreement in which the affiliate sponsors and owns the training center and IMS offers its recognition and support to the center and its certification to individuals completing the course requirements. Graduates with a bachelor's degree receive full IMS certification and non-college graduates receive competency certification.

The IMS Primary Curriculum Guide and other training materials provided by IMS enable the affiliate to structure an effective course. The curriculum guide presents a specific sequence of activities in a format of independent study, materials workshop and internship experience. The IMS Elementary Curriculum Guide will soon be available to affiliates so that recognized elementary teacher training can be offered also by affiliates.

Personal consultation and other support services offered by IMS assure complete communication of accurate information with regard to affiliation and the training program. IMS can be particularly effective in arranging course approval and cooperation with the local government agency and meeting its regulations and requirements. IMS and its affiliates work in partnership to provide the teachers needed to effectively apply Montessori principles in the classroom.

Affiliation requires a financial commitment to IMS and completion of all application procedures. However, there is no cost for completing the initial application form to determine and assess your suitability and interest for sponsorship of a course. Interested individuals are invited to apply to establish an affiliated IMS training center in areas not presently served by IMS affiliates. Complete the Reader Response form for further details and an application.

Lee Havis, IMS executive director in main offices near Washington, D.C.

Lee Havis is IMS Executive Director

Lee Havis, IMS executive director, founded IMS in 1979 to provide the basis for realization of Montessori's *new education* through support of the effective application of Montessori principles throughout the world. His varied educational background includes B.A. in engineering (University of Connecticut; Storrs, CT), M.A. in early childhood education (University of Maryland; College Park, MD), and J.D. in law (Catholic University; Washington, D.C.).

Mr. Havis first became interested in children and education during Peace Corps training in preparation for a college teaching position at the University of Panama in 1967. After returning from Panama and serving for a short time as a patent examiner in the U.S. Patent Office, he decided to enter the education field as a full-time career. Since 1969, Mr. Havis has engaged in a wide range of educational experiences including teaching, administration and writing which has enabled him to personally study the principles required to realize Montessori's *new education* in the world. In 1976, he received Montessori teacher training and from 1976-79 served as administrator of the National Center for Montessori Education (Washington, D.C.).

As executive director of IMS, Mr. Havis manages the communication and coordination necessary to assure the effectiveness of IMS. He welcomes comments and suggestions from the Montessori community regarding the needs of the Montessori community in realizing the creation of the *new education*.

IMS
Announces Montessori School Membership

The IMS school membership program enables Montessori schools to participate more actively with the Montessori community throughout the world. IMS membership provides your school with public demonstration of its commitment to Montessori principles in addition to eligibility to receive many valuable benefits and services including:

- —Montessori publications at discount rates
- —Coordination with teacher training
- —Listing in IMS Montessori School Directory
- —Group medical and dental insurance
- —Sponsoring specialized courses

IMS school membership is limited to programs which apply Montessori principles as specified by the established IMS Montessori school criteria. Complete the Reader Response form for details and an application for this membership program. Schools which join by April 1, 1980 will receive a free copy of *The Essential Montessori* by Elizabeth Hainstock and will be entitled to one free advertisement in Positions and Placements in any 1980 issue of the *Observer.*

Montessori Observer

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issue in addition to providing regular information of timely importance to the Montessori community. This first issue of the *Montessori Observer* (February, 1980) features *Creating the New Education* to introduce IMS and its purpose with respect to the Montessori community.

The content of the *Observer* is drawn from the demonstrated interest of the Montessori community and the unfolding development of IMS programs. The April *Observer* will feature *Montessori organizations;* a study of the organizational structure of the Montessori community. Please send information about your local and regional organizations to the *Observer.* In addition, you are always invited to contact IMS with comments, ideas and interest.

IMS Elementary Course

cont'd. from page 1, col. 3

to students upon enrollment. The following areas are presented: Montessori Principles, Classroom Observation, Child Development and Introduction to Montessori Materials.

II. *Materials Workshop* (July 14-Aug. 1, 1980)

During the materials workshop, instruction is provided through lecture, demonstration and practical experience with materials and methods in: math, language, cultural subjects and music.

III. *Individual Research* (Sept. 1980-June, 1981)

Students engage in independent study and research projects by completing monthly assignments in math, language, cultural subjects and music based on information provided during the materials workshop. Observations of an elementary classroom are also required. Students with previous Montessori teaching experience are eligible for provisional certification upon completion of the materials workshop so that they may supervise an elementary classroom during this period.

IV. *Final Evaluation Period* (June, 1981)

The students return to Renton, WA for a concluding week of seminar instruction and individual evaluation. Individual research projects are presented to the class so that each student can benefit from the individual research of the others.

Enrollment and Tuition

Enrollment is limited to fifty students with applications received and reviewed on a first come basis. Tuition is $1200 payable in installments as follows: $50 (registration), $350 (upon acceptance into program), $350 (prior to materials workshop), $200 (by January 1, 1981), $200 (prior to final evaluation period).

School Sponsorship

Montessori schools which intend to establish an elementary classroom for September 1980 are invited to consider sponsoring a qualified primary teacher to attend the course. During the 1980-81 school year, qualified students will be eligible to supervise an elementary classroom while completing individual research work.

The only time required away from the teacher's local area is the materials workshop (July 14-Aug. 1, 1980) and the final evaluation period (June, 1981).

Cosmic Education

The IMS elementary training program directs attention to cosmic education which enables the child to adapt to its environment through a recognition of the total interrelated functioning of the world. Cosmic education is particularly suited to the elementary child's mind which is uniquely able to acquire broad knowledge through its power of imagination.

The elementary training program provides individuals with preparation in the development of character, knowledge and application of Montessori principles, purpose and use of advanced Montessori materials and ability in applying the cosmic approach to enable children to acquire culture and to order their minds to achieve adaption to their environment.

For further information and application, complete the Reader Response form.

IMS Associate School Membership Offered

IMS has designed an associate school membership program to extend awareness and application of Montessori principles beyond the Montessori community to include the entire field of education. All non-Montessori schools are invited to participate in this program to support the extension of Montessori principles and establish a closer relationship with the Montessori community.

Benefits of associate school membership include:

- —Subscription to *Montessori Observer*
- —Group medical and dental insurance
- —Discount on Montessori publications
- —Information about IMS programs

Complete the Reader Response form for further details and application.

IMS Teacher Training

cont'd. from page 1, col. 1

children from preschool to eighth grade in eight locations in the Anchorage area. Mrs. Green received her M.A. degree in education from Columbia University and holds Montessori certification from Penn-Mont Academy.

Mrs. Green has an extensive background and experience in Montessori education. In addition to supervision of the Montessori Creative Schools over the past 10 years and the recent development of the teacher training program, she has written and published a Montessori curriculum guide for parents and teachers and has studied the application of Montessori principles in schools throughout the United States and Europe. Mrs. Green will participate in the instruction of the first IMS elementary training course offered in July, 1980, at IMS/Washington State (Renton, WA).

For further information about the IMS course in Alaska, contact: Margaret Green, Montessori Creative Training Center, 2601 Fairbanks St., Anchorage, AL 99503, (905) 272-5033.

Joanna Laven, co-director of Kriterion Montessori Teacher Center, teaching in her elementary classroom (San Antonio, TX)

San Antonio, TX

The Kriterion Montessori Teacher Center will provide Montessori teacher training in affiliation with IMS for the San Antonio, TX area. The IMS/San Antonio primary program will focus particular attention on cultural subjects as preparation for the child's conscious learning at the elementary level. The format of the course will be classroom instruction combined with practical internship experience in local Montessori schools. Graduates of the course are eligible to receive IMS primary Montessori teacher certification.

The San Antonio program is under the direction of **Johannes** and **Joanna Laven** who will also serve as instructors in the course. The other faculty include: **Dr. Hans Laven, Godelieve J. Jansen, Rita Bustamante** and **Willis Jansen.**

The Kriterion training program is associated with the Kriterion School at the same location which is also under the direction of the Lavens. The recently expanded Kriterion School program served children from preschool through the elementary grades.

Mr. Laven has been active in Montessori since the 1940's when he began his work in Montessori education in his native Holland. Since 1959, he has owned and operated Montessori schools in the United States and has directed workshops, seminars and other training activities primarily in Southern California and Texas.

The IMS/San Antonio program will soon begin enrollment for the 1980-81 course. For additional information, contact: Joh Laven, Kriterion Montessori Teacher Center, 611 West Ashby Place, San Antonio, TX 78212 (512) 735-9778.

Renton, WA

The Washington State IMS course is held at Renton, WA under the direction of **Mary Ruth** who is also curriculum coordinator for the IMS Parent Education Course I. The IMS/Washington State primary course consists of independent study, classroom instruction in the summer and an internship at area Montessori schools. IMS primary teacher certification is offered to graduates upon completion of all course requirements.

Mrs. Ruth, who received her Montessori teacher certification from Ft. Wright University (Spokane, WA) has been owner and director of Montessori Manor School (Renton, WA) for 20 years. The Montessori Manor program serves children from preschool through the elementary grades.

In addition to the primary Montessori course, IMS/Washington State will sponsor the first IMS elementary course for applying the Montessori principles with children 6-12. Mrs. Ruth will serve as instructor of language in this course in addition to program director. Graduates of this course will receive IMS elementary Montessori teacher certification. The IMS/Washington State elementary course will serve as a guide for other IMS affiliates which may provide a similar certification program in the future.

For further information about IMS/Washington State, contact: Mary Ruth, IMS/Washington State, P.O. Box 2019, Renton WA 98055 (206) 255-9666.

Washington, D.C.

IMS/Washington, D.C. is designed as the model training center for IMS programs throughout the world to coordinate the development of IMS training techniques and procedures. In addition to its valuable function as a model center, this program will provide a source of primary Montessori teachers for the Washington, D.C. area.

IMS/Washington, D.C., sponsored by Educational Services, Inc., with offices located in Silver Spring, MD, will seek approval for operation through the Maryland State Board for Higher Education. The program will be under the direction of **Lee Havis** and offer the IMS primary teacher certification for applying Montessori principles with children 2-6.

The Washington, D.C. course will offer an independent study format which closely follows the IMS Primary Curriculum Guide. Length of the course will be about one year and includes classroom instruction in August, 1980 with internship experience in area schools.

IMS welcomes inquiries and applications for establishing affiliated training centers in locations not presently served by affiliates. For further information, complete the Reader Response form.

Apply for

IMS Montessori School Membership

Benefits include:

- Montessori publications
- Group Medical Insurance
- Listing in IMS School Directory

BONUS! If application sent by **April 1, 1980**, you receive a free copy of ***The Essential Montessori*** by Elizabeth Hainstock.

Complete the Reader Response form today.

International Montessori Society

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3. To support the application of Montessori principles at home through parent education courses and other services and resources to parents;
4. To expand awareness of Montessori principles throughout the general public through IMS individual membership and circulation of the *Montessori Observer*, the official IMS quarterly publication;
5. To support effective communication and harmony throughout the entire Montessori community through wide distribution of the *Montessori Observer* to Montessori schools and assistance in the formation of local and regional Montessori organizations;
6. To extend the application of Montessori principles throughout the educational community through communication and planning with respect to IMS programs.

Main Office

The main IMS office is located in Silver Spring, MD, a nearby suburb of Washington, D.C. This office and all other activities, programs and operations of IMS are managed and coordinated by Lee Havis, IMS executive director. An advisory board of prominent individuals will be organized to assure communication with the largest possible community of interest.

IMS Sponsor

IMS is sponsored by Educational Services, Inc., a non-profit educational corporation in the United States. Educational Services, Inc., founded and directed by Lee Havis, is committed to the realization of quality education throughout the world. Programs and services of Educational Services, Inc. are provided to qualified individuals without regard to race, color, sex or national origin.

Need Montessori Teachers?

Apply to IMS to establish an affiliated training center.

Benefits include:

- IMS primary and elementary certification to graduates
- IMS curriculum guides and consultation
- Special support services

Complete the Reader Response form today.

Group Medical and Dental Insurance Available to IMS Members

A major benefit of IMS school membership is the availability of group medical and dental coverage for school employees through the unique health maintenance approach.

Today's rising hospital costs call one's attention to the need for adequate insurance coverage against accident and illness. Perhaps the most significant change in the future of medicine and hospital care is the growing financial commitment required to attain the full benefits of modern medical technology.

The IMS health maintenance plan, which encourages preventative and out-of-hospital care, is a modern response to higher hospital costs. Historically, insurance plans have provided payment for hospital stays but have not encouraged individuals to responsibly maintain their health outside of the hospital; i.e., insurance benefits of many programs apply only if hospital care is required. There is no coverage for preventative care or out of hospital treatment. Since hospital costs have risen sharply in recent years, premiums for these insurance programs are high and benefits considerably limited.

The IMS health maintenance plan covers many routine medical procedures, such as physical exams and outpatient care, which enhances an individual's health and tends to reduce the length of time in the hospital. Since many expenses out of the hospital are covered, individuals are encouraged to responsibly care for their health and to avoid expensive hospital care. However, should hospital care be required, the IMS plan pays 80% of the first $2,500 of usual, customary and reasonable covered charges and 100% thereafter *up to $1,000,000.* Since this plan encourages responsible health maintenance rather than expensive hospital care, premiums are relatively low for the benefits and protection offered.

The basic health maintenance program provides coverage in two item categories: Part A items ($0, $50, $100 deductible as selected) and Part B items ($100 deductible; no selection). Part A items include expenses such as outpatient facility, surgery, in and out of hospital and doctor visits. A $0 deductible for these Part A items tends to encourage out of hospital care. Part B covered items generally relate to basic hospital costs such as hospital room and board. These items are covered with a $100 deductible.

The IMS health maintenance plan and other related insurance programs are available only to IMS member schools. IMS membership must be completed prior to acceptance into the insurance program.

IMS school members qualify for this insurance plan with as few as two employees. Teachers and other regular school employees will appreciate your school's support and assistance in protecting their health through this worthwhile insurance plan. Complete the Reader Response form to request application information about the IMS insurance program.

Parent Education Course Featured

Parent Education Course I is the first of a series of specialized courses offered by IMS to extend Montessori principles beyond the Montessori school classroom.

IMS develops and provides specialized courses to be sponsored by IMS school members. These courses will be conducted by qualified Montessori professionals in accordance with IMS policies and procedures. Graduates who complete all course requirements are eligible for special IMS certification.

Parent Education Course I is a 12-hour course to enhance communication in the home-school relationship. **Mary Ruth,** curriculum coordinator for this course, is available to present this course and train instructors. Complete the Reader Response form for information about qualifying as an instructor and to have this course given in your area.

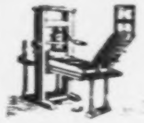
Advertising in the *Observer*

Advertising to the Montessori community is difficult since this limited market consists of highly selective customers in diverse locations. High quality and conformity with Montessori principles are criteria not normally available or sought in the larger education marketplace. Therefore, advertisers to the Montessori community must direct their advertising specifically to this market through direct mail or a limited number of trade publications.

The *Montessori Observer* is an ideal media to reach the special Montessori market. The *Observer* is provided specifically for the Montessori community through distribution at no cost to Montessori schools in North America and IMS members throughout the world.

A special *marketplace* section provides advertisers space for editorial style notices at $7 per line. *Positions and Placements* ads are $10 each and will be set and edited by us to conform to space requirements.

Write for our advertising outline which contains rates, schedules and other information about design advertising. Space reservations must be arranged by the 15th of the month preceding the issue date. Request advertising space by completing the Reader Response form.



Montessori PUBLICATIONS

IMS provides the listed Montessori publications to support awareness and understanding of Montessori education. The publication list includes library resources of particular use and interest in the Montessori classroom. Complete the Reader Response form to order books. **All orders must be prepaid.** IMS members may purchase listed books at a 20% discount.

Carinato, Sister Mary Ellen et al		
Montessori Matters	CMM 1	14.00
Hainstock, Elizabeth		
Teaching Montessori in the Home: The Preschool Years	HET 1	3.95
Teaching Montessori in the Home: The School Years	HET 2	3.95
The Essential Montessori	HEE 3	1.95
Kramer, Rita		
Maria Montessori: A Biography	KRM 1	4.50
Lillard, Paula		
Montessori: A Modern Approach	LPM 1	2.75
Malloy, Terry		
Montessori and Your Child—A Primer for Parents	MTM 1	4.95
Montessori, Maria		
Dr. Montessori's Own Handbook	MMM 1	2.25
Maria Montessori (cont'd.)		
From Childhood to Adolescence	MMC 2	2.75
Montessori Elementary Material, The	MMM 3	5.75
Montessori Method, The	MMM 4	3.95
Secret of Childhood, The	MMS 5	1.95
Spontaneous Activities In Education	MMS 6	3.75
Orem, R.C., Ed.		
Montessori Handbook, A	ORM 1	2.45
Maria Montessori: McClure's Magazine Articles	ORM 2	3.95
Standing, E.M.		
Maria Montessori: Her Life and Work	SEM 1	1.95
Montessori Revolution in Education, The	SEM 2	3.95
MCP Primary Readers		
Set 1, Short Vowels	MCP 1	6.64
Set 2, Long Vowels	MCP 2	6.64
Set 3, Consonant Blends	MCP 3	6.64
Set 4, Consonant Digraphs	MCP 4	6.64

North American Montessori Teachers' Association (N.A.M.T.A.) is sponsoring a lecture-seminar by Jerome Bruner on Friday-Saturday, April 25-26. Topics include the *Timeline of Man* and *Man: A Course of Study*. $50 fee required. Contact: David Kahn, 2859 Scarborough Rd., Cleveland Heights, OH 44118.

Montessori Teachers Association of Northern California is sponsoring a seminar/retreat on April 6-9, 1980 at Asilomar Retreat Center, Monterey, CA. Topic of the seminar is *The Essence of the Inner Being and the Development of Personality*. Contact: Tom Sipes, Montessori Children's House, P.O. Box 504, Petaluma, CA 94952.

AMI Montessori Education Center Palo Alto is sponsoring a seminar on April 10-12, 1980 at Vallombrosa Center, Menlo Park, CA. Topic of the seminar is *The Child In Today's World and the Responsibility of the Adult-Society in the Care and Nurturing of Its Children*. Contact: Lena Wikramaratne, 3895 Nelson Drive, Palo Alto, CA 94306, (415) 494-1087.

Erdkinder Report, sponsored in part by N.A.M.T.A. is a newsletter written by Phil Gang for Erdkinder research. For subscription information, contact: Phil Gang, Editor, 4202 Ashwoody Trail, Atlanta, GA 30319.

Montessori Institute of America (M.I.A.) is sponsoring a workshop on Saturday, March 22, 1980 at the Bishop Helmsing Center, 2402 Swope Parkway, Kansas City, MO 64130. For further information, contact: Chuck Plath, M.I.A. 5901 N.W. Waukomis Drive, Kansas City, MO 64151, (816) 741-6940.

Washington State Montessori Society is now being organized to provide a basis for communication and harmony throughout the Washington Montessori community. A newsletter to Montessori schools is planned. For further information, contact: Mary Ruth, Montessori Manor, P.O. Box 2019, Renton, WA 98055, (206) 255-9666.

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- **IMS program information**

Contact:
Lee Havis, Executive Director
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Creating the New Education
Vol. 1, No. 1, February 1980

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Advertising or announcement information for publication in the *Observer* (April, 1980). (There is no fee for announcement of workshop or meeting of general interest to the Montessori community.)

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Vol. I, No. 2
March 1980

The Montessori OBSERVER

Montessori Elementary Education

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PS 026650

Creating an IMS Teacher Training Center

IMS is now receiving inquiries about establishment and operation of IMS teacher training centers in various locations throughout North America. The unique IMS affiliation program supports the development and successful operation of training centers by providing IMS primary and elementary course curriculum guides, recognition, certification and other support services under terms and conditions specified in a written affiliation agreement. An IMS training center in your area is the essential basis for assuring a dependable source of qualified Montessori teachers to meet the continuing and growing need of the local Montessori community.

Interested individuals and groups are invited to apply to establish an IMS training center in areas not presently served by IMS affiliates. Complete the Reader Response form for further details and an application.

Montessori Observer

Eight Issues Per Year

Montessori schools in North America and IMS members throughout the world will now receive the *Montessori Observer* eight times each year. The *Observer* will be sent during the following months: Jan., Feb., March, April, May, Sept., Oct., and Nov.

This frequent mailing schedule will enable IMS to keep the Montessori community currently advised with respect to the latest events and the rapid development of Montessori education throughout the world.

Blanche Altshuler, Kodaly music instructor of IMS elementary teacher training course (and child).

Kodaly Music Featured

A special feature of the 1980-81 IMS elementary training program is a Kodaly music component conducted by **Blanche Altshuler.**

The Kodaly approach developed, like the Montessori method in the early 1900's, from observation of the natural tendencies and development of young children. Since this approach is consistent with cosmic education and Montessori principles, the materials and lessons of the Kodaly method provide a basic guidance and support for the presentation of music in the Montessori elementary environment.

The Kodaly approach is a result of the research of Zoltan Kodaly, a Hungarian music educator and composer, who sought a means of music instruction to enable all children to acquire a basic music literacy. Kodaly's research revealed certain tonal patterns and relationships common to simple folk songs and chants of children throughout the world. Kodaly's elaboration and development of this common natural music knowledge has gradually come to be recognized as the *Kodaly method.*

cont'd page 3, col. 2

IMS Elementary Course Workshop Announced

Aug. 4-22, 1980

The materials workshop of the IMS elementary teacher training course has been set for Aug. 4-Aug. 22, 1980 in Renton, WA.

After completion of independent study in Montessori principles and cosmic education for children 6-12, students attend a three-week materials workshop in Renton, WA. This workshop provides classroom instruction in intensive, full-day sessions presenting the complete range of Montessori elementary curriculum areas including math, language, cultural subjects and music.

IMS/Washington State, the course sponsor, will conduct the workshop at the Montessori Manor School in Renton, WA,a nearby suburb of Seattle. The Manor school is located in a scenic wooded setting near river and mountains.

The faculty includes: **Joh Laven** (director, IMS/San Antonio), cultural subjects; **Mary Ruth** (director, IMS/Washington State), language; **Dr. R.A.L. Wentworth** (London, England), math; **Blanche Altshuler** (Baltimore, MD), music. Also participating on the faculty are **Lee Havis** (director, IMS/Washington, D.C.) and **Margaret Green** (director, IMS/Alaska).

Since enrollment in the course is limited, it is recommended that interested individuals contact IMS now. Complete the Reader Response form for further details and an application.

Look for the
April Observer
featuring
Montessori Organizations

EDITORIAL

The Benefits of Cosmic Education

Cosmic education is not a curriculum guide limited only to the Montessori elementary classroom. In fact, cosmic education is necessary for the realization of the complete effectiveness of Montessori principles at all levels of education. The cosmic approach, relating all events and circumstances to the total functioning of the universe, enables the child to consciously adapt to its environment; i.e., to realize its normalized nature.

The Montessori primary teacher, without a recognition of cosmic principles, is limited in her ability to communicate effectively with the older children of the classroom and she cannot adequately engage children who are bored and uninterested in the conventional Montessori apparatus. Montessori teachers, through knowledge and application of cosmic education, have a considerably enlarged ability to arouse interest in children and support the child's adaption to its time, place and group.

Our Traditional Past

Attitudes and beliefs from childhood experiences in traditional schools in which subject areas were separated from each other, limit the adult's ability to express a new approach to children based on the interrelation of knowledge. Teachers often unconsciously avoid certain subject areas out of fear and communicate this fear to children in the classroom. Teachers must be courageous in extending themselves beyond their limiting attitudes and beliefs of childhood if the cosmic approach is to be effective in the classroom.

"Modern" Education

Although modern public education seeks to individualize instruction and provide opportunities to learn out of interest, curriculum needs tend to determine the limits to which interest and freedom can be tolerated in the classroom. The overriding concern for "basic skills" curtails a child's chosen projects in favor of a required reading or math assignment. The imposition of certain curriculum requirements restrict individual liberty and deter the child's experience of satisfaction and joy resulting from exploration and discovery out of personal interest. Required subject matter cannot be made interesting if the child is not interested.

Montessori Commitment

The Montessori commitment to the child's interest is not compromised by a predetermined "curriculum". Cosmic education and application of Montessori principles enable children to pursue complete satisfaction of their natural interest. Basic skills are included in the classroom as supportive "tools" of learning to enhance the child's research and further study into areas of interest. The teacher is assured that all aspects of the curriculum are included as she guides the learning process through the cosmic approach.

The Cosmic Approach

Cosmic education, the total interrelated functioning of the universe, transforms communication and knowledge into a process of ordering the mind and acquiring new knowledge based on the child's interest. As the child studies how life is supported by its environment and how all elements of the universe are connected and aligned in purpose, any interest can eventually lead to enhanced ability in basic skills and other diverse curriculum areas. Children naturally desire to improve their basic skills of language and math as they realize their connection and contribution to the cosmic whole.

The primary benefits of the cosmic approach is not refinement of basic academic skills, but rather the development of a sense of confidence about confronting new problems and achieving joy and satisfaction through living in the immediate circumstances. The ability to realize the perfection of the moment, regardless of circumstances, is discovered by the child through cosmic education. This conscious adaption to time, place and group is the purpose of the Montessori elementary classroom. At the primary level, this adaption is achieved unconsciously (normalization).

The Child's Interest

Allowing the child's interest to complete and resolve itself is the learning process of the Montessori classroom. This process leads to a realization of the child's adaption to its time, place and group. The teacher's knowledge and application of the cosmic approach assures that the child's interests follow a productive and worthwhile path of development. In addition, the teacher must support and encourage the completion of projects begun by children to assure successful results.

The Montessori Observer
published by
INTERNATIONAL MONTESSORI SOCIETY
P.O. Box 4138
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Lee Havis, Executive Director

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The use of didactic apparatus in the Montessori classroom has often been the source of considerable concern, controversy and confusion within the Montessori community. Although the extraordinary benefits derived by young children through manipulation of these specially designed materials has been repeatedly demonstrated, the *correct use of materials* remains a lively debate among teachers, e.g., Must materials be presented only according to the steps demonstrated in the Montessori teacher training program manual? Must children be permitted to use only those apparatus first presented by the teacher? To what extent, if any, is imagination and fantasy permitted with materials? What is the source of the *correct use of materials?*—the child? the teacher? the materials themselves?

To Examine the Issue

We do not begin an examination of the *correct use of materials* at the beginning since teachers are engaged in the issue of materials somewhere in the middle. Confusion, uncertainty, insight, inspiration and amazement are common daily experiences of teachers with respect to the use of materials by children in the classroom. A great mass of attitudes, judgments and opinions about the use of Montessori materials deters each teacher's ability to clearly observe the child/environment engagement in the classroom. Therefore, the source of the *correct use of materials* remains obscured.

Source: The Child

Clear observation of the child/environment engagement would ultimately reveal that the child itself is the source of the correct use of materials. The child's interest is the first observable point of contact to which the teacher must direct her attention. Although the source of interest within the child is essentially a mystery, the emergence of this interest which eventually leads to normalization requires the right conditions as defined by the Montessori environment.

The Role of the Teacher

The teacher's function is fundamentally to create the right conditions to enable the child to discover and manifest its interest. The right conditions are realized as a result of the teacher's commitment to Montessori principles in the classroom. Therefore, the teacher serves an essential purpose in enabling children to discover interest and achieve normalization.

The Correct Use of Materials

The *correct use of materials* is determined by the child's interest which naturally emerges from the right conditions of a Montessori environment. The teacher's commitment to preparation of the environment with regard to care, respect and order is one of the essential principles which assure the establishment of the conditions needed for children to discover interest leading to normalization. Ultimately, the perfectionment and refinement of the application of Montessori principles will enable teachers to resolve confusion and uncertainty associated with the issue of the *correct use of materials.*

Kodaly Music

cont'd from page 1, col. 2

International awareness of the *Kodaly method* began in Vienna in 1958. In the 1960's, Kodaly music principles were employed in schools in North America and today the Kodaly approach represents a significant trend in the field of music education at the elementary level in many schools.

For further information about Kodaly music, contact: Kodaly Center of America, 1326 Washington St., West Newton, MA 02125.

IMS Training Centers

Alaska, Anchorage
Montessori Creative Training Center
Margaret Green, Director
2601 Fairbanks St.
Anchorage, AL 99503
(905) 272-5033

Texas, San Antonio
Kriterion Montessori Teacher Center
Joh Laven, Director
611 West Ashby Place
San Antonio, TX 78212
(512) 735-9778

Washington, Renton
IMS/Washington State
Mary Ruth, Director
P.O. Box 2019
Renton, WA 98055
(206) 266-9666

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Freedom...

Children who are free will behave in a disciplined orderly way; i.e., children allowed to be as they are will manifest their true intention to contribute to others and develop themselves responsibly.

Allowing freedom to children is not abandoning or neglecting them. They require support from the environment; i.e., the teacher, the other children, the physical environment. The right precise conditions must be provided with sufficient depth and clarity for a sufficient time to enable normalization to occur spontaneously and continuously.

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Benefits include:
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BONUS! If application sent by **April 1, 1980**, you receive a free copy of *The Essential Montessori* by Elizabeth Hainstock.

Complete the Reader Response form today.

Montessori Elementary Education

Vol. I, No. 2, March 1980

Address correction requested

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Street ________ City ________ State ________ Zip Code ________

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Vol. I, No. 3
April 1980

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IMS Elementary Course
A Research Study

The first IMS elementary teacher training program, sponsored by IMS/Washington State, is fundamentally a research study into the dynamics of effective communication with respect to cosmic education and the application of Montessori principles with the child 6-12. What is learned in this first experimental course will be applied in future IMS elementary courses conducted by other IMS training centers throughout the world.

Since the elementary curriculum is relatively unformed, it is embryonic and experimental in nature. The students, instructors and children participate in this first elementary course as fellow scientists to explore and discover skill application and mastery of the learning process with respect to the child 6-12. Discoveries made in this course could have their most profound impact on the public schools since their concern is primarily with the child above the age of six. Perfection of the Montessori elementary curriculum through this course could begin to form the basis for a productive partnership in teacher training between the private Montessori school community and the public school sector.

Dynamics of classroom instruction in the materials workshop, held in Renton, WA Aug. 4-22, 1980, will be examined through techniques such as video-tape to enhance and perfect future IMS training courses. New and modified materials will be presented during the workshop and studied through classroom application and individual research from Sept. 1980 to June, 1981.

Cont'd page 2, col. 2

School Membership Features Insurance

Group medical and dental insurance is a special benefit exclusively for IMS school members. The IMS health maintenance plan pays 80% of the first $2,500 in usual, customary and reasonable covered charges and 100% thereafter *up to $1,000,000.*

Health maintenance, as contrasted with traditional hospitalization coverage, is an efficient, modern response to higher medical costs. Historically, insurance plans have provided payment for hospital stays but have not encouraged individuals to responsibly maintain their health outside of the hospital; i.e., insurance benefits of many programs apply only if hospital care is required. Since hospital costs have risen sharply in recent years, premiums for these insurance programs are high and benefits considerably limited.

Unique features of the IMS insurance plan include coverage for a $50 biennial physical exam and annual pap smear lab charges. Pregnancy and dental coverage and an outpatient prescription card are additional medical options available with this plan.

In addition to insurance benefits, there is available also through IMS, business planning for schools including tax-exempt retirement plans yielding over 12% for IMS members. Request specific details when you apply for membership by completing the response form with this issue.

Elizabeth Hainstock, IMS Advisory Board member

Elizabeth Hainstock On IMS Advisory Board

IMS is pleased to welcome **Elizabeth Hainstock,** noted author and educator, as a member of the IMS Advisory Board. The purpose of this board is to establish a regular contact with prominent individuals in areas related to Montessori education to enhance the ability of IMS to communicate with the largest possible community of interest.

Ms. Hainstock is widely known for her books introducing Montessori principles to parents and arousing interest in Montessori education with those outside the Montessori community. Two of her recent books, *Teaching Montessori in the Home: The Preschool Years* and *Teaching Montessori in the Home: The School Years,* provide clear and simple ideas for application of Montessori principles by parents in the home. Her latest publication, *The Essential Montessori,* published in 1979, has been featured by IMS as a bonus for members.

Ms. Hainstock's schedule includes lectures, seminars, travel and consultation to further the development of Montessori education throughout the world. Individuals wishing to contact Ms. Hainstock or other advisory board members, may write c/o IMS, P.O. Box 4338, Washington, D.C. 20012.

PS 026650

Supporting the Montessori Community

Burn-out and *Battle Fatigue* are common problems among classroom teachers today. The joyful experience of the children in the Montessori classroom is sharply contrasted with the dominant social forces of fear, stress and inadequacy which affect everyone in the world today. Many Montessori teachers become discouraged or lose interest after several years of classroom teaching.

Teachers Need Support

Montessori teachers and schools, often isolated and alone among hostile forces in society, need the support of companionship and inspiration afforded by others of like-mind. Montessori organizations have emerged to meet this need by providing opportunities for teachers and administrators to participate with others in the Montessori community. The largest, most widely known organizations have emerged from the certification of teachers through their affiliated teacher training programs. Teachers naturally look for support and encouragement from the institutions which granted their certification. Employment and other support services are often sought from these organizations.

National/International Organizations

The existence of a variety of teacher training organizations which issue certification and recognize schools is evidence of the vigorous climate of participation and interest in Montessori education. However, lacking is a larger umbrella agency for the accreditation of Montessori teacher training programs to assure effective communication and harmony among these diverse groups. Lacking this accreditation agency, the Montessori community appears factionalized and weak to the general public. IMS supports the formation of an International Montessori Council to serve the necessary function of an umbrella agency. Details of how this agency would function will be presented in the future.

Local/Regional Organizations

Of immediate concern to most local Montessori school communities is internal harmony and cooperation to support their common purposes as defined by local problems and interests, including working with the state and local government education agencies. Restrictive regulations and requirements often deter the effectiveness of Montessori education with respect to staff-child ratios and teacher certification requirements. Local organizations are needed to serve the entire Montessori community with respect to the unique interests of local Montessori schools.

Establishing a Local Organization

An effective local organization invites participation from among the entire Montessori community with the purpose to support communication, harmony and effective interrelated functioning of the Montessori community throughout the region. A newsletter, funded preferably by membership dues, is the only essential function of the organization; however, workshops, meetings and other activities are appropriate based on interest. IMS has prepared a list of specific goals for local organizations which would be shared with individuals who express interest by completing the reader response form.

IMS Elementary Course

Cont'd from page 1, col. 2

Admission to this course is limited to certified Montessori teachers on a first come basis. Since enrollment is limited, it is recommended to apply now to enable you to complete the independent study phase before the summer workshop. For additional information and an application, complete the reader response form with this issue.

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2601 Fairbanks St.
Anchorage, AL 99503
(905) 272-5033

Texas, San Antonio
Kriterion Montessori Teacher Center
Joh Laven, Director
611 West Ashby Place
San Antonio, TX 78212
(512) 735-9778

Washington, Renton
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Mary Ruth, Director
P.O. Box 2019
Renton, WA 98055
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May Observer
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Montessori Organizations

The following partial list of local and regional Montessori organizations is provided to enable individuals to participate more actively and communicate more effectively with their local Montessori communities. In order to complete this list, IMS requests that information about organizations not listed here be sent with the response form to: P.O. Box 4338, Washington, D.C. 20012. *IMS does not necessarily endorse the list of organizations provided here which is offered for information only.*

Chesapeake Montessori Society
c/o Linda Barnes
4740 Connecticut Ave., N.W. #1001
Washington, D.C. 20008

Kansas Montessori Association
c/o Sharlet McClurkin
Montessori Plus School
1257 Western
Topeka, KS 66604

Louisiana Montessori Association
c/o Teryle Cash, President
6200 St. Charles Ave.
New Orleans, LA

Maine Montessori Association
c/o Ramona Kruk
RFD #2, Box 379
Bangor, ME 04401 (207) 848-5691
(newsletter circulated six times per year)

Montessori Assoc. of New England
c/o Pincushion Hill Montessori School
189 Eliot St.
So. Natick, MA 01760

Montessori Assoc. of Northern Ohio (MANO)
425 Ridge Drive
Medina, OH

Montessori Teachers' Assoc. of Pennsylvania
c/o William Farkas
4924 Germantown Ave.
Philadelphia, PA 19144

Washington State Montessori Society
c/o Mary Ruth
Montessori Manor
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IMS Elementary Teacher Training Program

Enroll Now

Course Features Include:

Independent Study
Cosmic Education
Kodaly Music
Materials Workshop
(Aug. 4-22, 1980)

For information and application, contact:

Mary Ruth, Director
IMS/Washington State
P.O. Box 2019
Renton, WA 98055

(206) 255-9666

or

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Marketplace

Lauri Early Learning Materials: A fascinating collection of educational playthings. Used in classrooms throughout the country. Highly regarded by teachers, parents...and children. Free catalog. Contact: **Learning Horizons, Inc., Dept. M4, P.O. Box 36110, Cleveland OH 44136.**

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Montessori Books: Order Montessori publications through the IMS library service. A set of phonetic readers published by Modern Curriculum Press is available from IMS with a 20% discount for members. **MCP 1** (short vowels; $6.96); **MCP 2** (long vowels; $6.96); **MCP 3** (consonant blends; $6.96); **MCP 4** (consonant digraphs; $6.96). To order, complete the Reader Response form.

Wanted: Montessori materials. Contact: Betty J. Zack, 8622 La Salle, Cypress, CA 90630.

Positions & Placements

Montessori teacher: (2½-6½). **Begin Aug. 1980. Salary $1,000/mo. and additional benefits. Class of approx. 25 students. 8 year** old beautiful country school in junior college town. Montessori certification req'd. Send resume to: Carol Loewe, Montessori Learning Center, 2517 31st St., Columbus NE 68601, Tel. 402-563-2063.

Montessori teachers: (2½-6), (6-9). Begin Fall, 1980. Summer position also. One day care class, one primary, one junior. Contact: Children's Montessori School, 810 Newcastle, Brunswick, GA 31520.

Montessori teacher: (2½-6). Begin Fall, 1980. School established in 1964. Salary open. Send resume to: Massasoit Montessori School, 445 Island Pond Rd., Springfield, MA 01118. Tel. 413-732-2218.

Montessori teachers: (2-6), (6-9). Begin Fall, 1980. Full day. Well-established school. Contact: Eleanor Wilson, Blaisdale Montessori School, 125 Orton Park Rd., Scarborough, Ontario, Canada, M3G 1G9, (416) 439-2182.

Two Montessori teachers: (3-6). Half-day. School is in a growing rural area between Sacramento and South Lake Tahoe. Salary neg. Send resume and references to: Nancy Weddle and Christine Maston, Cameron Park Montessori, Rt. 1, Box 1, Shingle Springs, CA 95682. Tel. 916-677-1776.

Montessori teacher: (6-7). In inner city Philadelphia. Parent co-operative school. Salary negotiable. Contact: Anne Palmer, Montessori-Genesis II, 631 N. 39th St., Philadelphia, PA 19104. Tel. 215-387-2078.

Montessori Teacher: (2½-6) Begin Fall, 1980. Half day plus extended sessions. Established, growing school in progressive resort community. Salary and benefits negotiable. Send resume and short personal philosophy to: Katie Donovan, P.O. Box 252, Charlevoix, MI 49720. Tel. 616-547-4614.

Announcements

The Montessori Children's House of Norcross, GA is sponsoring a music workshop by Sanford and Martha Jones Aug. 4-Aug. 15, 1980. Demonstrations of lessons in music appreciation, vocal work, movement games and notation will be given by Mr. and Mrs. Jones with children from the Atlanta area participating. For additional information, contact: **Sharon Marler,** Workshop Coordinator, **Montessori Children's House of Norcross, P.O. Box 316,** Norcross, GA 30071.

Montessori Organizations
Vol. I, No. 3 April 1980

Address correction requested

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DER RESPONSE

Complete and mail to: IMS, P.O. Box 4338, Washington, D.C. 20012 April 1980/Vol. I, No. 3

Name Position Tele. (   )

Street City State Zip Code

Name of School Tele. (   )

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- ____IMS Montessori School Membership
- ____Establishing an IMS Training Center
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- ____Parent Education Course
- ____Advertising in *Montessori Observer*
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3. Mail to IMS. $ ________ Check enclosed

Advertising:

Advertising or announcement information for publication in the *Observer* (May, 1980). (There is no fee for announcement of workshop or meeting of general interest to the Montessori community.)

____Position/Placement (enclosed $10)
____Marketplace (IMS bills you; $7/line)
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Ad copy or other comments: ______________________________

Montessori Books:

Quantity	Title/Code	Price

Total Price ________
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Residents of Md. Add 5% sales tax ________
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Vol. I, No. 4 May 1980

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Romalda Spalding
New IMS Advisory Board member

Romalda Spalding
New IMS Board Member

IMS is honored to announce the participation of reading specialist, **Romalda Spalding,** as a new member of the IMS Advisory Board. Mrs. Spalding, a committed activist for the use of phonics in the teaching of reading, will enable IMS to establish an important connection to the Reading Reform community and will further serve to acknowledge the contribution of Mrs. Spalding's work to the realization of the new education.

An instructor in over 70 classes for teachers and other educators throughout North America, Mrs. Spalding began her professional career in 1931 as a public school teacher in New York. Through her insightful experience with children, she developed a unique approach to the teaching of reading which is now widely known as *The Spalding Method.* Mrs. Spalding's ideas are enthusiastically employed by many educators including many Montessori teachers. The method, elaborated in her popular book, *The Writing Road to Reading,* has significantly contributed to the gradual reform of reading approaches in the public schools.

Cont'd page 2, col. 2

Montessori Materials Are Not Enough

A fully equipped Montessori classroom is a wonder of great physical beauty. However, the finest materials are not enough to effectively establish a Montessori environment. Senior in importance to materials are skillful, committed teachers to effectively apply the Montessori principles. Therefore, effective teacher training centers are urgently needed now.

The IMS affiliation program enables committed individuals to create the needed teacher training centers for their local areas. Primary and elementary course curriculum guides provided to affiliates are excellent tools which enable training center directors to successfully provide the effective training programs needed. In addition, advertising, certification and other support services enable affiliates to establish their centers without excessive cost or burden. Expert, personal consultation is always available.

Since the basic IMS independent study course requires about one year for students to complete, it is urgent to begin the affiliation process now to prepare for future needs. Complete the Reader Response form for further details and to receive a preliminary confidential application.

Look for the

September Observer

featuring

Beyond Cosmic Education

Elementary Course Update:
Classroom Observations Now

Students in the IMS Elementary Course are required to complete and submit certain independent study lessons now prior to attending the materials workshop in August, 1980. Included in these required lessons are two classroom observations in a Montessori elementary classroom. Since most Montessori schools close in June, it is vital to enroll now so that the required classroom observations can be completed. Send application for the course to: **Mary Ruth,** IMS/Washington State, P.O. Box 2019, Renton, WA 98055.

Classroom Management Is Communication

Classroom management is an expression of the Montessori principle, **Preparation of the Environment.** The essence of effective classroom management is *communication;* responsible, firm, patient, clear. Communication is realized through the teacher's presence which does not always require verbal expression.

Dr. Frederick H. Jones, a psychologist at the University of Rochester who provides discipline and classroom management workshops for teachers, believes that excellent teaching is teachable. Dr. Jones states:

"When it's done effectively, discipline is almost invisible, so low-key and precise, just moment to moment, that it prevents rather than terminates the majority of disruptions. One of the things I have to train teachers to do is keep their mouths shut...eye contact is very important...It's 95% body language".

PS 026650

Montessori Materials . . . What is Needed

Perhaps the last significant barrier to realizing the *new education* is the sense of inadequacy experienced by teachers and administrators with respect to providing materials for the classroom.

Beginning a classroom or school, the new Montessori teacher soon realizes the significant financial commitment and personal effort and time required to provide the exacting and beautiful items needed for an effective physical environment. Excessive costs, insufficient availability and selection and inconsistent design among manufacturers can result in discouragement and frustration.

Current Efforts

The Association Montessori Internationale (A.M.I.) has attempted to provide uniform standards and consistency through its approval of specific materials. Kaybee (India) and Nienhuis (Holland) serve as the foremost examples of A.M.I. approved materials. However, even these companies appear unable to maintain and enhance traditional quality as a result of the changing conditions in the world. Nienhuis, for example, has recently abandoned the use of glass in the manufacture of the bead material. As Nienhuis explained in the A.M.I. newsletter, *Communications*, 1979, No. 4, "After using glass for over fifty years, this has had to come to an end". Montessori teachers can judge for themselves the suitability and quality of the new plastic product which replaces the traditional glass beads.

Faced with increasing prices, inadequate selection and changing quality of materials provided by the major manufacturers, elements within the Montessori community have sought their own solutions by making materials and establishing small companies to provide the needed materials unavailable through the larger companies. These small companies provide a needed supplemental service; however, there is no substitute for a single primary source for all the basic materials needed for the classroom.

What is Needed

Needed is a materials production and distribution approach closely integrated with the needs of the Montessori community. The teacher training centers must be intimately engaged in the management and consultation with respect to the production of materials so that needed changes and services can be adequately and effectively made.

IMS supports the idea of materials production and distribution from a single primary company within the Montessori community functioning in close cooperation with the teacher training centers and effectively responsive to the needs of the classroom teachers. Such a company would include on a single price list the finest apparatus from many different manufacturing sources. Consistent and effective design of new and modified materials would conform closely with the needs of the teachers. A primary aim of this company would be to provide the highest quality materials at the lowest possible price.

Spalding, cont'd from page 1, col. 1

Mrs. Spalding will present workshops in her method in summer, 1980 in Salt Lake City (June 19-July 3), Castleton, VT (July 7-18), Honolulu, HI (July 28-Aug. 8) and Chicago, IL (Aug. 11-22). For further information about her work, contact: Romalda Spalding, c/o IMS, P.O. Box 4338, Washington, D.C. 20012.

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Apply to IMS to establish an affiliated training center.

Benefits include:

- IMS primary and elementary certification to graduates
- IMS curriculum guides and consultation
- Special support services

Complete Reader Response form today.

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Montessori Creative Training Center
Margaret Green, Director
2601 Fairbanks St.
Anchorage, AL 99503
(905) 272-5033

Texas, San Antonio
Kriterion Montessori Teacher Center
Joh Laven, Director
611 West Ashby Place
San Antonio, TX 78212
(512) 735-9778

Washington, Renton
IMS/Washington State
Mary Ruth, Director
P.O. Box 2019
Renton, WA 98055
(206) 255-9666

Washington, D.C.
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Lee Havis, Executive Director

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No Substitute for Wood

Unfortunately, it would appear that some of the beautiful, traditional Montessori materials may no longer be commercially available. Explaining the replacement of glass for plastic in the Nienhuis manufacture of the bead material, **Mario Montessori** stated (AMI newsletter, *Communications*, 1979, No. 4) that: "The famous Montessori bead material...cannot be made any longer in the same quality".

It is possible that manufacturers may also choose to replace the traditional wood apparatus with the less costly synthetic materials, such as plastic. However, teachers and children might significantly object to such a modernization.

The natural beauty and texture of wood could not easily be matched by synthetics. In addition, wood products are connected to the child's immediate sense of nature and call the child to investigate the historical development of tools and machines.

Therefore, the continued use of wood in the construction of traditional Montessori materials deserves priority consideration beyond purely economic factors. Moreover, it is possible that the future use of wood may actually increase as innovative manufacturing processes and creative design are employed in meeting the need for new and modified devices for the primary and elementary Montessori classrooms.

Announcements

Montessori Schools, Inc. (Coeur D'Alene, ID), is sponsoring a Montessori elementary math workshop July 14-18, 1980 at the Montessori School, 1614 Hastings, Coeur D'Alene, Idaho, 83814. **David Kahn**, editor of the NAMTA Quarterly, will direct the presentation. Cost is $150.00, which includes five lunches. Optional credit through University of Idaho is available at additional cost. Write for reservation to Montessori Schools, Inc. or call (208) 664-4912.

Promised Horizons School (Salt Lake City, UT) is sponsoring a reading workshop from June 19-July 3, 1980 under the direction of **Romalda Spalding**. For further information, contact **Mrs. Mildred Martineau**, Promised Horizons School, 738 East 3900 South, Salt Lake City, UT, 84107.

American Montessori Society is holding its Annual Seminar June 25-27 at the New York Statler Hotel in New York City. The seminar topic is **Preparing Children for Life in the 21st Century**. For further information, contact: **Douglas Gravel**, Seminar Chairman, c/o American Montessori Society, 150 Fifth Ave., New York, N.Y. 10011.

The Montessori Association of Northern Ohio (MANO) provides support for the Montessori community in the indicated service region. For information about membership and activities, contact: **Linda Shapiro**, President, c/o MANO, 2885 Coleridge Road, Cleveland Hts., OH 44118.

M. Montessori—
Cosmic Connections

Alexander Graham Bell, inventor of the telephone, considered the introduction of the Montessori method in the United States as "the most important work that McClure's Magazine had ever done."

"There will come the time when the proper education of children, by a glorified system of spontaneous education of choice, similar to the Montessori System, will be made possible".

R. Buckminster Fuller
Timelock Chicago,
1928, p. 28

"I am in deep sympathy with your understanding and humanitarian endeavors, and my daughter, who is an analytical pedagogue, considers herself one of your disciples".

Sigmund Freud
letter to M. Montessori,
1917 from *The Letters of Sigmund Freud*,
New York: McGraw-Hill,
1960, pp. 318-320

Acknowledgement: George Chyka, Publisher: *Maria Montessori: Methods, Schools, Materials (McClure's Magazine Articles)*, Ed. Reg. Orem, 1978.

Positions & Placements

Montessori teachers: (2-6) Begin Fall 1980, summer optional; 1 morning session of 24 children. 9 year old school located in Copley Square, near parks and cultural areas. Send resume to: Cindy Bedig, Director, Thom Montessori Preschool, 315 Dartmouth St., Boston, MA 02116, (617) 266-1222.

Montessori teacher: Begin in June or September; full day for a child care center. Competitive salary and benefits. Send resume to Montessori Learning Center, 2147 Auburn Ave., Cincinnati, OH 45219, (513) 241-3180.

Montessori teacher: (2½-6) Begin Sept. 1980. Estab. Montessori school moving to new facility. Combined Montessori/Day Care program. Full or part day available. Send resume to: Little School House, Attn: Jean Peters, 2100 Pennsylvania Ave., Fairfield, CA 94533.

Montessori teacher: (3-6) Begin Fall, 1980. Half-day, class of 15 children maximum. Send resume to: The Children's House, c/o MaryAnn Reeb, 141 Rae Court, Heath, OH 43055; call (614) 522-1233 afternoon or evening.

Montessori teacher, assistant and aide: experience required, half-day plus extended care. Salary negotiable. Send resume to: Pacific School of Montessori, P.O. Box 1365, Pacifica, CA 94044.

Montessori teacher: (3-6) Begin Sept. 1980. Half-day plus extended day. Salary negotiable. Montessori certification required. 11 year old established school. Send resume to: Newtown Montessori School, Box 226, Newtown, CT 06470 or call (203) 426-3390.

Montessori elementary teacher: Begin Aug. 1980. Established school in central Florida. Montessori-trained administrator, well-equipped school, class and material-making assistants, free tuition for faculty. Salary negotiable. Contact: Tim Conner, Leesburg Montessori School, 415 N. Lee St., Leesburg, FL 32748.

Montessori teacher: Begin Fall, 1980. Half day plus extended day. Eight year old school in historic downtown Savannah, GA., large port on river. Send resume and short philosophy to: Gloria R. Ludwig, 17 W. Park Ave., Savannah, GA 31401, tel. (912) 233-0797.

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Complete Reader Response Form for details

Montessori Materials

Vol. I, No. 4 · May 1980

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Complete and mail to: IMS, P.O. Box 4338, Washington, D.C. 20012 May 1980/Vol. I, No. 4

Name Position ( ) Tele.

Street City State Zip Code

Name of School ( ) Tele.

Street City State Zip Code

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- ____Parent Education Course
- ____Advertising in *Montessori Observer*
- ____Montessori Elementary Training Program

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____Position/Placement (enclosed $10)
____Marketplace (IMS bills you; $7/line)
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Ad copy or other comments: ________________

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Quantity	Title/Code	Price

Total Price	________
Postage/Handling (10% of total price)	________
Residents of Md. Add 5% sales tax	________
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Vol. I, No. 5

Sept. 1980

IMS

The Montessori

OBSERVER

Beyond the Cosmic Education

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Montessori Education vs. Day Care

Montessori Confronts State Regulations

Montessori schools generally function in confrontation with restrictive and inappropriate day care regulations and other restrictive governmental conditions. In this regard, recent IMS investigation of state day care regulations in the United States under which Montessori schools must function has revealed that some states offer waivers or exemptions from such regulations if so requested and if proper justification can be provided.

Therefore, IMS has been communicating with state day care agencies to establish the unique and separate character of Montessori schools as contrasted with regular day care centers to provide the basis for a justification of waiver or exemption for Montessori schools from the otherwise applicable regulations.

IMS requests Montessori schools to complete the school questionnaire in this issue to advise IMS of difficulties encountered with state and local regulations and other problems to enable resolution of such difficulties through further appropriate action.

Making "Montessori" Real

Creating the new education requires an extension of Montessori principles beyond the classroom. Although there are over 2,000 Montessori schools in the United States, there are many people who have never heard or seen the word "Montessori".

Cont'd. page 3, col. 2

IMS Engages U.S. Government Regulations

IMS has recently submitted comments to the United States Department of Health and Human Services Secretary Patricia Harris regarding federal regulations affecting the American Montessori community. A revision to the federal day care regulations is proposed to allow an exemption from compliance with restrictive staff-child ratios and staff training requirements for Montessori schools at the request of state agencies.

The IMS recommended revision to the regulations would enable state agencies to request that the Secretary "...waive, exempt or further condition the application of specific requirements of these regulations". Each state governor has been sent a copy of the proposed revision and some supportive responses are being received.

The primary purpose of the revision is to provide an opportunity for Montessori schools to receive a waiver from the restrictive and inappropriate provisions of the day care regulations with which they would otherwise be required to comply in order to effectively participate in federally funded programs, such as Title XX. The revision would also enhance the opportunity for the development of Montessori programs among the poor communities where currently very little Montessori education is known.

To support the IMS initiative, write your state governor or contact: Secretary Patricia Harris, Department of Health and Human Services, Washington, D.C. 20201.

"Montessori" Certificate for the Public Schools

Montessori teachers may soon be hired by public schools throughout the United States by qualifying for a special "Montessori" teacher certification standard proposed by IMS. The "Montessori" certificate for public school teaching will enhance the opportunity of school administrators to develop sound, authentic Montessori educational programs in their local school districts.

Presently, public school administrators may be detered from establishing Montessori programs because they are limited to hiring only "certified" teachers prepared through completion of a traditional four-year education course which is normally required for such certification. Since there are relatively few qualified Montessori teachers who also possess traditional teacher certification, administrators would encounter considerable difficulty in locating qualified teachers and therefore may be reluctant to attempt the development of Montessori programs.

The "Montessori" certification provides a means of qualifying Montessori teachers from among the larger population of trained Montessori teachers who have not completed the full four-year traditional teacher training degree. In addition, the "Montessori" certificate will provide important guidelines in the selection of Montessori teachers to enhance the development of sound, effective Montessori programs.

Recent IMS research into the teacher certification issue has evidenced a significant interest in Montessori education in some public agencies and efforts are currently underway to achieve the needed certification category. The IMS proposal is as follows:

Cont'd. page 2, col. 2

PS 026650

Beyond the Cosmic Education

"What happens to children after Montessori school?" is only partially answered by the assurance that the elementary Montessori environment and its commitment to cosmic education is now available. Although cosmic education is a completely effective approach for the child 6-12, parents and educators now ask "what is beyond the cosmic education?". Is the work of Montessori education completed once the child reaches the age of 12?

Erdkinder

The *Erdkinder* farm-school model for the 12-18 year old child is a unique and appropriate physical setting for the teenage child, consistent with this aged child's fundamental nature. However, effective *Erdkinder* cannot be realized solely through the form of a particular physical setting and certain curriculum guidelines. There must be a commitment and communication with respect to appropriate fundamental principles. The recent research and experimentation with regard to these principles so far has revealed only partial knowledge.

What is known about the 12-18 period is that the teenage child must traverse barriers and engage issues which have not been completely resolved by adult society; economic survival, self-worth, commitment to the fundamental dignity of man, and a sense of adequacy and effectiveness. The challenge to discover the principles of Montessori secondary education is precisely the challenge before adult society; e.g.; to confront the conditions of hunger, violence, poverty, inadequacy and ineffectiveness with a sense of joy and satisfaction.

Mysterious Preparation

The work of preparing for Montessori secondary education is not just performed by those individuals engaged in experimental *Erdkinder* projects. The entire Montessori community participates in the preparation for the emergence of this final stage of Montessori education by an essentially unknown and mysterious process of extending Montessori principles into adult society by engagement with social forces outside and beyond the classroom; creating new Montessori schools, providing public workshops, supporting the work of Montessori organizations and public interest groups and engaging in political and community action.

Time, effort and money

There is no guarantee as to when the work of Montessori education will be completed. However, progress can be measured by a sense of joy and satisfaction as the results of work in society are increasingly acknowledged and realized.

The barriers associated with time, effort and money with which adult society seems to entangled, are actually opportunities to realize the ability to create new conditions of adequacy and effectiveness in society. With boldness and courage, individuals can create a new society, independent of considerations of time, effort and money. Beyond the cosmic education lies the completion of the work of Montessori education, the transformation of adult society.

"Montessori" Certificate

cont'd. from page 1, col. 3

"Candidates will be qualified for Montessori teacher certification when they have:

(a) received a baccalaureate degree from an accredited four-year college or university; and
(b) completed a course of study in Montessori education meeting the standards and requirements of a Montessori accrediting agency recognized by the State Board for the corresponding age level of children instructed".

IMS will contact each state's Montessori community as the "Montessori" certificate issue is raised for public comment. Contact IMS for further information with regard to any particular state.

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Margaret Green, Director
2601 Fairbanks St.
Anchorage, AL 99503
(905) 272-5033

Texas, San Antonio
Kriterion Montessori Teacher Center
Joh Laven, Director
611 West Ashby Place
San Antonio, TX 78212
(512) 735-9778

Washington, Renton
IMS/Washington State
Mary Ruth, Director
P.O. Box 2019
Renton, WA 98055
(206) 255-9666

Washington, D.C.
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Announcements

NAMTA Fall Workshop, Oct. 24, 25, 26; sponsored by **Edwardsville Montessori Society Children's House in cooperation with Villa di Maria AMI Montessori Center for the St. Louis Area.** Presenters are **Charlene Trochta** and **Carol Alver.** For further information, contact: **Mary Beth McGivern,** P.O. Box 127, Edwardsville, IL 62025, (618) 656-9266.

Cosmic Education, by **Ursula Thrush**, interrelates Montessori education at all levels and provides descriptive lessons and diagrams. To order, contact: Ursula Thrush, Rt. #1, Box 7, Half Moon Bay, CA 94019.

National Reye's Syndrome Foundation provides information about a dangerous liver and brain disease which particularly affects children. Reye's Syndrome can be fatal and has no known cause. For further information, contact: **John E. Freudenberger**, President, NRSF, 509 Rosemont, Bryan, OH 43506.

IMS Elementary Course Acknowledgements

IMS acknowledges and expresses its appreciation to the following individuals for their unique and valuable contributions without which the IMS elementary course curriculum would not have been developed:

—**Mary (Ruth) Quick** (IMS/Washington State) for her enthusiastic interest which first revealed the urgent need for such a course;

—**Joh and Hanna Laven** (IMS/San Antonio) for their willingness to share their experience and knowledge with respect to the fundamental principles of cosmic education..."the total interrelated functioning of the universe".

—**Ursula Thrush** for her communication of the interrelated character of all Montessori education in her book "Cosmic Education".

—All those individuals whose interest, inspiration, effort and courage was offered and shared with IMS on behalf of the child to develop the IMS elementary course curriculum.

The IMS elementary course will be offered only through IMS training centers. Courses will be held in 1981-82 at workshop locations to be announced. Contact IMS for further information.

Making "Montessori" Real

cont'd. from page 1, col. 1

The IMS "Montessori" bumper sticker is one example of a simple, effective means of engaging a wider public participation with Montessori education. Parents and others associated with Montessori schools can participate in the process of making "Montessori" real by displaying the bumper sticker on their cars and talking about "what is Montessori" to their friends.

Contact IMS for "Montessori" bumper stickers. IMS invites other ideas to extend participation and awareness with regard to "Montessori".

Completing the "School Questionnaire"

The September issue of the *Observer* contains a special "School Questionnaire" in place of the normal "Reader Response" form. Information about IMS programs normally requested on the "Reader Response" form will now be obtained by completing the "Membership-response" form.

The purpose of the "School Questionnaire" is to offer an opportunity to communicate with regard to operating difficulties encountered by schools to enable IMS to more effectively support the ability of schools to function successfully. The recent IMS investigation of government regulations affecting Montessori schools has evidenced that many government agencies are unaware of difficulties experienced by Montessori schools in their jurisdictions. These agencies and the regulations which they enforce can be more effectively confronted by IMS with specific information and knowledge about actual problems encountered.

IMS will respond to all questionnaires submitted and use this information to resolve individual difficulties and to enhance the conditions under which schools function in each jurisdiction. In some cases, IMS may seek revision of applicable laws and regulations.

Positions & Placements

Montessori teacher: (2-6). Experienced, send resume to: St. Christopher's Montessori School, 2619 Currie Rd., Victoria, B.C. V8S 3B9, Canada.

Montessori teacher: (6-9). Begin Fall, 1980, to serve as second head teacher in large, well-established school. Hours, 8:30 a.m. to 3:15 p.m. Send resume or contact: Hilltop Montessori School, 32 Lafayette Road, Sparta, N.J. (201) 729-5485.

Montessori teachers: (6-9), (9-12). In Florida rapidly growing area between Gulf coast and Disney World. Begin Fall, 1980, salary negotiable. Send resume and short personal philosophy to Melinda Chastain, Mid-State Montessori, 202 N. 11th, Dade City, FL 33525. (904) 567-6024.

Montessori teachers: (2½-6), (6-12). Full and half day. Growing school established 1976. Located 45 miles east of San Francisco in Valley. Salary, $1,000-1,200 monthly. Valley Montessori School, P.O. Box 2192, Livermore, CA 94550.

Marketplace

"Montessori" bumper sticker. Order from IMS. $1 each, $0.60 each for quantities over 10. Free to IMS members.

MCP Primary Readers: Interesting stories, 10 books in each set. Emphasizing phonetic elements. Order from IMS publication list. 20% discount to IMS members.

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The Montessori
OBSERVER

P.O. Box 4338 • Washington, D.C. 20012

Address correction requested

Vol. I, No. 5 Sept. 1980

Beyond Cosmic Education

SCHOOL QUESTIONNAIRE

Complete and mail to: IMS, P.O. Box 4338, Washington, D.C. 20012 *Sept. 1980/Vol. I, No. 5*

Name of School Administrator Tel.

Street City State Zip Code

Ownership: ____private corporation ____Individual ____Parent cooperative
____non-profit corporation ____Partnership ____Other (specify)

Montessori school membership: ____AMS ____AMI ____IMS ____None ____Other (specify)

What agency licenses or regulates school? ____________________

With regard to government regulations, what difficulties has the school encountered?

____Staff-child ratios
____Staff training requirements
____Limited hours of operation
____Program content
____Nap-time requirements
____Equipment requirements
____Zoning restrictions
____Fire safety standards
____Fees/Financial requirements
____Health requirements
____Advertising
____Other (specify below)

What other difficulties is the school experiencing?

____Maintaining enrollment
____Communication with parents
____Obtaining qualified teachers
____Other (specify)

Vol. I, No. 6
Oct. 1980

The Montessori
OBSERVER
Montessori Accreditation

Published by the International Montessori Society • P.O. Box 4338 • Washington, D.C. 20012 • Phone (301) 589-1127

New IMS Centers Need Program Managers

IMS proposes to establish and operate its own teacher training centers in areas not presently served by IMS affiliates. These IMS operated centers will be under the direction of program managers who will provide the local management and coordination needed for the successful operation of such courses.

Salary for program manager will be a commission based on a percentage of tuition income received from the students. The employment contract will include an option to acquire full ownership and affiliation of the training center if so desired.

Qualifications for program directors include: (1) full commitment to Montessori principles (2) maturity and sense of responsibility (3) interest in process of training Montessori teachers and (4) availability of sufficient time to fulfill responsibilities of position. Write to IMS for details and an application to serve as program manager.

Waivers for Montessori

Waivers from application of specific provisions of the state and local day care regulations are available for Montessori schools in many jurisdictions, including: Hawaii, Kansas, Virginia, Alaska, California, Michigan, Minnesota, Oregon and Wisconsin. Normally, such waiver or exception is available only upon request of an individual center accompanied by satisfactory justification for such waiver.

IMS supports the ability of individual Montessori schools to successfully obtain waivers by providing specific supporting comments and justification with

Cont'd. page 2, col. 2

Dr. Richard L. Matteson, new Advisory Committee member of International Montessori Council

Advisory Committee Member Selected

IMS has selected Dr. Richard L. Matteson to serve as one of three members of the Advisory Committee of the International Montessori Council. Membership on such committee will expand to include individuals selected by all participating Montessori organizations. The Advisory Committee will provide final authority for accreditation of all Council training programs.

Dr. Matteson's qualifications for his responsibility in the Council include a broad educational background consisting of work with in-service teacher education programs throughout the United States and as consultant, board member and participant in numerous educational and community organizations and projects.

Dr. Matteson has been active in the field of higher education since 1962 when he received his doctor's degree in human development and education from the University of Maryland (College Park, MD). Since 1966, Dr. Matteson has been associate professor of education at the Institute for Child Study at the University of Maryland where he has contributed substantially to the field of human development and education through diverse

Cont'd. page 3, col. 3

Council Accredits IMS Courses

IMS courses developed for the 1980-82 year will receive accreditation from the International Montessori Council, an umbrella accrediting agency to serve all Montessori teacher training programs. Accreditation is accomplished in accordance with three basic operating documents: (1) *Articles of Association* (legal instrument of the Council), (2) *Statement of Basic Accreditation Principles* (rules and procedures for accreditation) and (3) *the Essentials* (criteria for a Montessori teacher training program).

Cont'd. page 3, col. 3

Revising Regulations...

North Dakota

The Social Service Board at its August meeting promulgated new day care regulations which include Montessori teacher certification as an acceptable means of meeting staff training requirements. IMS supports this favorable accommodation to Montessori education and has proposed further revision to the Board to enhance the opportunity for effective operation of Montessori schools in the state. Final regulations will be submitted for adoption at the Board's October meeting.

Maryland

Public hearings will be held in Baltimore, MD on October 29, 1980 with respect to the new non-public school standards under which Montessori schools will function in Maryland. IMS supports the generally favorable changes proposed by the Maryland Department of Education noting that the new regulations correct certain inequities of the existing regulations and provide specific accommodation for Montessori schools.

Cont'd. page 3, col. 2

PS 026650

Accrediting Training Programs

The disarray of the Montessori community is nowhere more observable than with regard to the recognition and accreditation of Montessori teacher training programs. Each Montessori organization provides its own standards and criteria to assure the quality of its affiliated courses. However, despite such apparent disharmony in teacher training and certification standards, there is considerable similarity of purpose and objective among training programs; to prepare teachers to effectively apply Montessori principles in a classroom with children.

Similarities

The common body of knowledge among Montessori training programs results in similarities throughout the training process itself: i.e., similar curriculum areas, presentation of materials, lesson albums, internship experience, classroom observation. Such fundamental similarity among training programs suggests that the formation of a single umbrella accrediting agency is possible.

Accrediting agency

The primary benefit of a single umbrella accrediting agency, such as the International Montessori Council proposed by IMS, is the harmonizing influence and communication such an agency would engender throughout the Montessori community. Such communication will tend to enhance the quality of all Montessori teacher training and will enable the Montessori community to more effectively work together to confront and engage the conditions in education and society against which all Montessori education is opposed.

Cooperation, not domination

However, a single accrediting agency requires a high degree of cooperation and respect among all parties. The accrediting process of "collaboration" among the various Montessori organizations cannot be achieved through domination and inequity, but rather must allow all organizations to employ their own unique procedures and format with regard to accreditation, while maintaining respect for a final accrediting authority with which all parties can concur.

The Council

The Council is proposed by IMS as the inclusive umbrella accrediting agency to serve all Montessori training programs. The operating documents reflect a fundamental commitment to harmony and respect for all participating parties with ultimate integrity residing in the accreditation decisions of the Advisory Committee of the Council. The Council's intention is to gradually develop its reputation and credibility through operation of its accreditation procedures in collaboration with IMS and other similar organizations.

It is believed that the Council's initial accrediting function will gradually result in the cooperative association of all Montessori groups. It is intended that the Council represent an available approach to accrediting training programs in which Montessori organizations can participate without domination and with a maximum of independence and freedom to implement their own unique procedures and certification standards free from arbitrary or intrusive interference from the Council.

Waivers, *cont'd. from page 1, col. 1*

respect to the detrimental provisions of each state's regulations. In general, IMS favors the availability of waiver from the regulations for "educational centers" which would include all schools which are members of national Montessori organizations with membership criteria and standards such as IMS.

IMS will support its Montessori school members in obtaining waivers from certain detrimental provisions of the day care regulations by providing advice and comments to such members with respect to the applicable state regulations. Members may contact IMS for specific assistance with regard to obtaining waivers.

IMS Training Centers

Alaska, Anchorage
Montessori Creative Training Center
Margaret Green, Director
2601 Fairbanks St.
Anchorage, AK 99503
(905) 272-5033

Texas, San Antonio
Kriterion Montessori Teacher Center
Joh Laven, Director
611 West Ashby Place
San Antonio, TX 78212
(512) 735-9778

Washington, Renton
IMS/Washington State
Mary Quick, Director
P.O. Box 2019
Renton, WA 98055
(206) 255-9666

Washington, D.C.
IMS/Washington, D.C.
Lee Havis, Director
P.O. Box 4338
Washington, D.C. 20012
(301) 589-1127

Look for the
November Observer
featuring
Creating the New Society

The Montessori Observer

published by

INTERNATIONAL MONTESSORI SOCIETY
P.O. Box 4338
Washington, D.C. 20012
(301) 589-1127

Lee Havis, Executive Director

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INTERNATIONAL MONTESSORI SOCIETY

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SUBSCRIPTION

The *Montessori Observer* is provided at no cost to Montessori schools in North America. Subscription to this publication may be obtained by requesting IMS membership which is open to all individuals for a $10 yearly fee. Complete the membership application form to obtain an individual subscription and other benefits of IMS membership.

ADVERTISING

Advertising space is available for services and products relating to Montessori education. Marketplace ads are $7/line. Position and Placement ads are $10 each and will be set and edited by us to conform to space requirements. Write for our advertising outline for rates and other information about design advertising.

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Center for Science in the Public Interest (CSPI), a non-profit organization provides the public with reliable and accurate, yet interesting and understandable information about the effects of science and technology on society. A major focus of CSPI has been on food and health. Posters, books and other publications about nutrition are provided for children and adults. For further information, contact: CSPI, 1755 S St. NW, Washington, D.C. 20009.

Marketplace

"Montessori" bumper sticker. Order from IMS. $1 each, $0.60 each for quantities over 10. Free to IMS members.

MCP Primary Readers: Interesting stories, 10 books in each set. Emphasizing phonetic elements. Order from IMS publication list. 20% discount to IMS members.

Creative Food Experiences for Children, published by Center for Science in the Public Interest (CSPI, Washington, D.C.). A multipurpose resource book of activities, games, recipes and facts about food for use with children, preschool through elementary. (1980) 256 pages, $5.95 soft cover. 20% discount for IMS members. *Prepaid orders only.* Write to: IMS, P.O. Box 4338, Washington, D.C. 20012.

Positions & Placements

Program Managers: to coordinate local management of IMS training courses. Salary a commission based on percentage of tuition income received. Contract includes option for IMS affiliation and program ownership in future. Write for application and details to: IMS, P.O. Box 4338, Washington, D.C. 20012.

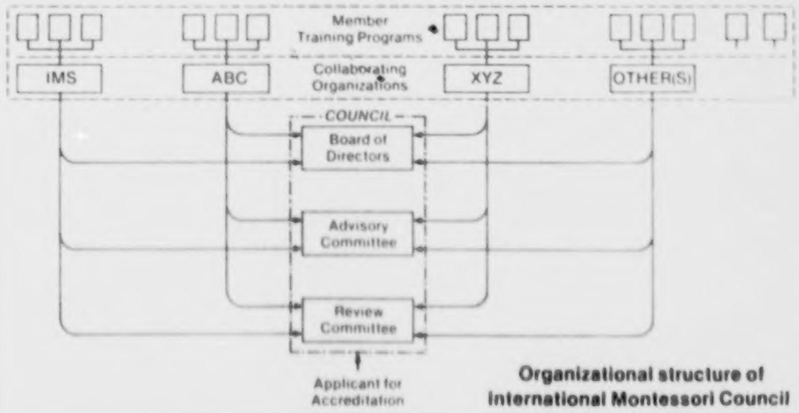
Montessori teacher: (2-6) experienced; to serve as head teacher for preschoolers. Beautifully organized school with pleasant surroundings. Send resume or contact: Florence Foster Montessori 555 W. 115th St. Chicago, IL 60628, (312) 995-1174. Transportation, boarding and salary negotiable.

Revising Regulations...

cont'd. from page 1, col. 3

Ohio

Public hearings with regard to new Ohio day care regulations are scheduled for Nov. 5, 1980 in Columbus, OH. IMS has submitted comments in opposition to two specific provisions of the proposed regulations which would detrimentally affect Montessori schools if finally adopted: staff/child ratios for mixed aged groups and a severe restriction on group sizes permitted. IMS has submitted a specific proposal for correction of these two provisions to the Ohio Department of Public Welfare with request to amend the proposed regulations accordingly. All known Montessori schools in Ohio have been notified and urged to support the IMS position at the public hearings and information meetings scheduled by the Department of Public Welfare.



Organizational structure of International Montessori Council

Council,

cont'd. from page 1, col. 3

The Council's accreditation will be provided in collaboration with IMS and other similar Montessori organizations which meet the established participation criteria. The collaborative accreditation process of the Council, based on the accreditation model of the American Medical Association for training in the medical professions, provides for a maximum amount of flexibility of procedures and format among the various collaborating organizations and yet maintains the fundamental Council standards with final authority in a separate Advisory Committee.

Accreditation consists essentially of completion of a self-study report and a survey team evaluation to determine compliance with the Council standards (i.e., the Essentials). A Review Committee, consisting of equal representation from all collaborating organizations, recommends specific accreditation action to the Advisory Committee which finally decides accreditation based on all information in the record.

Legal authority of the Council is with a board of directors, consisting of representatives of each of the collaborating organizations. This board is responsible for all financial and management decisions of the Council. Detailed appeal and arbitration procedures assure an effective resolution of controversies and disputes with regard to Council functioning.

Montessori organizations are invited to request information about participation in the Council as a collaborating organization. Montessori teacher training programs may request application for Council accreditation and membership by writing: International Montessori Council, 912 Thayer Ave., Silver Spring, MD 20910.

Advisory Committee,

cont'd. from page 1, col. 2

publications and research. Notably, Dr. Matteson contributed a chapter to the Montessori-related book, *Learning to See, Seeing to Learn* (R.D. Orem, Ed., 1971).

IMS is honored to have Dr. Matteson's participation in the important work of accrediting Montessori teacher training programs.

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The Montessori
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Address correction requested

Vol. I, No. 6 Oct./1980

Montessori Accreditation

SCHOOL QUESTIONNAIRE

Complete and mail to: IMS, P.O. Box 4338, Washington, D.C. 20012 *Oct. 1980/Vol. I, No. 6*

Name of School Administrator Tel.

Street City State Zip Code

Ownership: ___Private corporation ___Individual ___Parent cooperation
___Non-profit corporation ___Partnership ___Other (specify)

Montessori school membership: ___AMS ___AMI ___IMS ___None ___Other (specify)
School Facilities: ☐leased ☐owned

1. What difficulties exist with school facilities? ☐inadequate space ☐too expensive ☐location
☐other (specify)

2. What insurance coverage is provided by your school?
☐group health ☐public liability ☐income protection ☐accident ☐other (specify)

3. What additional insurance coverage is needed?

4. By what means are financial and business matters managed and recorded?
☐accountant ☐bookkeeper ☐secretary ☐administrator ☐other (specify)

5. To what extent is your school able to bear the economic risk of business and financial investment?

6. What special financial or business problem(s) is your school experiencing?

Vol. I, No. 7

Nov. 1980

The Montessori OBSERVER

Creating the New Society

Published by the International Montessori Society • P.O. Box 4338 • Washington, D.C. 20012 • Phone (301) 589-1127

IMS Confronts Federal and State Regulations

Montessori Opposes Staff-Child Ratios

Questionnaires received by IMS from the September *Observer* revealed that many Montessori schools encounter difficulty in obtaining waiver from staff-child ratios which are normally required by the pertinent child care regulations. Other difficulties include: requirements for nap-time, fire-safety and zoning.

IMS has responded to such concerns by advising schools of appropriate local action. In many states, such as California, Massachusetts, Rhode Island, South Carolina and Washington, a waiver from regulations may be requested. Where waiver is not permitted, IMS suggests that local support be offered on behalf of the enactment of a waiver provision for "educational centers", which would include Montessori schools, such as IMS Montessori school members.

Several states are currently engaged in a revision of regulations which will significantly affect Montessori schools. IMS participates in this revision process in such states as North Dakota, Maryland, Kentucky, California, Illinois and Ohio by offering review and comments concerning the pertinent regulations. In general, state agencies respect Montessori education and respond favorably to specific proposals for appropriate accommodation.

Cont'd page 3, col. 2

PS 026650

IMS Supports State Waiver Revision to FIDCR

Since the IMS proposal for revision of the federal day care regulations (FIDCR) was submitted to Secretary Harris in summer, 1980, an effort has been under way to obtain support for such revision from the various states. The IMS proposal is to enable states to request waiver of the application of certain provisions of FIDCR, such as staff-child ratios and group size requirements, so that Montessori schools and other unique programs may have an effective opportunity to participate in federal fundings programs, such as Title XX.

Many states have offered support for such a waiver, citing the need to accommodate local needs and concerns. Notably, New Jersey and South Carolina have responded with specific written comments to Secretary Harris on behalf of the IMS proposal.

South Carolina

Governor Richard Riley stated in his letter to HHS Secretary Harris: "In an effort to strengthen the flexibility of the various states to exercise options which best reflect a state's unique needs and concerns, the state of South Carolina supports (the state waiver proposal)..."

Cont'd page 3, col. 3

Dr. Duvall, newest member of the Council's Advisory Committee.

Council Welcomes New Advisory Committee Member

The International Montessori Council, responsible for accreditation of Montessori teacher training programs, announces the participation of **Dr. Jerry Duvall** as newest member of the Advisory Committee. Joining **Dr. Matteson** on the committee which provides the Council's final accreditation authority, Dr. Duvall will lend a distinctive economic perspective to the important work of the committee.

Cont'd page 3, col. 1

Qualified Teachers Needed

The shortage of qualified Montessori teachers is a major barrier to the creation of the *new education.* Therefore, IMS is developing new training centers to implement the IMS curriculum of independent study, workshop and practical internship. It is believed that the IMS training format will encourage the participation of mature, responsible individuals which are most needed as teachers in Montessori education.

Cont'd page 2, col. 2

Creating the New Society

Montessori teachers, focused on the daily, seemingly "routine" experiences and responsibilities in the classroom, sometimes lose sight of the larger purpose to which their activity is directed. Montessori environments for children reflect the creation of the *new education* upon which Dr. Montessori believed a peaceful and harmonious society could be developed.

Events of major world attention, such as the presidential elections in the United States in November, 1980, offer an opportunity for the Montessori community to examine its larger purpose with regard to the creation of a *new society*. To consider the idea of a *new society*, committed to the conditions of fundamental human dignity, effectiveness and adequacy for all seems naive and incredible in the midst of present world conditions of massive hunger and poverty, economic stagnation, threat of war and foreign domination, crime and violence. However, creating new conditions in society depends not on external reality, but rather on the intention, courage, patience and humility of an individual.

Principles of Creativity

The source of creation is within the individual, and does not depend on external conditions. Creation occurs now in the moment from nothing and therefore, leaves no "trace" in the normal measures of time and space. However, evidence for created reality can be realized in the sense that such reality can be acknowledged and communicated; e.g., Montessori teachers can observe the normalized child becoming the *new man*, able to master detrimental conditions in the environment with courage, joy and satisfaction.

Realizing the New Society

Since the *new society* is a natural development of the *new education*, changing conditions in society serve as a validation of the creation of the *new education*. The teacher's commitment to Montessori principles in the classroom naturally extends throughout society as normalized children communicate their true nature in society and as the teacher expresses her courage and commitment into areas of life beyond the classroom.

Montessori—A Laboratory

Montessori teachers perfect their creative abilities in the classroom through their engagement with the children from a commitment to Montessori principles. Therefore, the Montessori classroom represents a laboratory in which the creation of the Montessori environment communicates to society by creating the *new education*. In this same sense, the entire Montessori community represents a larger research into the use of Montessori principles in adult society. As the principles of creativity are discovered and communicated in the Montessori community, new generating forces are established which naturally and spontaneously emerge in a realization of the *new society*.

Qualified Teachers Needed

Cont'd from page 1, col. 3

IMS aims to establish such centers under the local direction of qualified program managers. Salary for such program managers will be a commission based on a percentage of tuition income received from the students.

Interested individuals are invited to inquire with IMS for details and an application to serve as local program manager.

Participate in the New Education

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—Montessori publications at discount

—IMS program information

BONUS!

☐ **FREE** "Montessori" bumper sticker

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Anchorage, AK 99503
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Texas, San Antonio
Kriterion Montessori Teacher Center
Joh Laven, Director
611 West Ashby Place
San Antonio, TX 78212
(512) 735-9778

Washington, Renton
IMS/Washington State
Mary Quick, Director
P.O. Box 2019
Renton, WA 98055
(206) 255-9666

Washington, D.C.
IMS/Washington, D.C.
Lee Havis, Director
P.O. Box 4338
Washington, D.C. 20012
(301) 589-1127

Look for the
January Observer
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Training Montessori Teachers

The Montessori Observer

published by

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Lee Havis, Executive Director

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[redacted]

N.A.M.T.A. will sponsor a Montessori workshop on Feb. 6, 7, 1981 in Vancouver, British Columbia, Canada. Presenters include: **Hildegard Solzbacher** (Language), **Carol Alver** (Classroom Management) and **Charlene Trochta** (Cultural Subjects). For further information, contact: **Carolina Loughran** and **Laura Klein**, 649 W. 28th Ave., Vancouver, B.C., Canada, V5Z 2H4, (604) 731-6917.

Marketplace

"MONTESSORI" Bumper Stickers: Provide to staff and parents to extend public awareness of "Montessori". Resell to raise funds for school. $0.60 each for quantities over 10. 1 free to IMS members. To order, complete Reader Response form.

MCP Primary Readers: Packaged in four sets of ten different readers. Each set presents interesting stories which emphasize a particular phonetic element. 20% discount for IMS members. To order, complete Reader Response form.

Council

Cont'd from page 1, col. 3

Dr. Duvall's background includes extensive experience as business consultant in economics and management from 1966 to 1978. In 1979, he received his Ph.D. in economics from the American University (Washington, D.C.). Dr. Duvall has served as lecturer in economics at the American University and Montgomery College (Takoma Park, MD) since 1971. In July, 1978, he was appointed by the Governor of Maryland to serve a six-year term on the Board of Trustees of Montgomery College, where he is currently vice-chairman. Dr. Duvall is presently employed by the Federal Communications Commission where he serves as economist in the Office of Plans and Policies.

IMS is proud to welcome Dr. Duvall to participation in the important work of accrediting training programs under the International Montessori Council.

Montessori Opposes

Cont'd from page 1, col. 1

In South Carolina, the new proposed child care regulations will make more lenient and flexible certain fire safety regulations by providing a waiver from such provisions and by deleting the regulation which requires that "no children six and under shall be located above or below the floor of exit discharge".

IMS requests that Montessori schools having difficulty in obtaining waiver from restrictive and inappropriate child care regulations contact IMS for specific advice and assistance.

◆

Anger in the Classroom

Dr. Montessori warned against *anger* and *pride* as the two most destructive qualities in teachers which must be controlled in the classroom. However, in controlling the harmful expression of anger in the classroom, teachers must work to acknowledge and express such feelings appropriately. Control of anger is not suppression or avoidance of anger.

Suppression of anger is not an effective means of resolving such feelings in the teacher. Suppression results in inappropriate teacher behavior such as physical force, manipulation, fatigue, insensitive remarks and lack of attention in the classroom.

Anger is appropriately expressed when such feelings are acknowledged and communicated responsibly. Shouting and other similar attention-getting devices are not necessary and must be controlled. However, teachers must permit the appropriate manifestation of anger, such as facial and voice tension and statements of feelings (e.g., "I am angry"). Responsible communication of anger aknowledges the source of such feelings within the teacher, *not the child.*

The teacher herself is the aspect of the environment which may be most difficult to "prepare". Nevertheless, a full commitment to the principle of "preparation of the environment" requires that teachers observe and control themselves, particularly with regard to feelings such as "anger".

Positions & Placements

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Montessori teacher: (2-6) experienced; to serve as head teacher for preschoolers. Beautifully organized school with pleasant surroundings. Send resume or contact: Florence Foster Montessori 555 W. 115th St. Chicago, IL 60628, (312) 995-1174. Transportation, boarding and salary negotiable.

Montessori teacher: (2-6) to begin Jan. 1 or sooner; bachelor's degree req'd. Salary based on experience, full-day program. Contact: Judy Goldie (301) 627-1638 or (301) 868-0060, Upper Marlboro Children's House, Inc., P.O. Box 104, Upper Marlboro, MD 20870.

Montessori teachers: (2½-6) (6-9) (9-12); Send resume to: Eleanor Wilson, Blaisdale Montessori School, 125 Orton Park Road, Scarborough, Ontario, Canada.

◆

IMS Supports State Waiver

Cont'd from page 1, col. 2

New Jersey

Ann Klein, Commissioner of the Department of Human Services, noted to IMS that "states might wish to exercise this option whenever they encounter a program which could best serve children if excused from certain aspects of the regulations...I have advised Secretary Harris...of our support for the proposed revision".

However, some states have been reluctant to tangibly support the state waiver due apparently to a lack of awareness of the importance of the matter. State waiver to FIDCR is needed to effectively engage the restrictive staff-child ratios and group size requirements detrimental to Montessori education. Without a state waiver provision, FIDCR requirements may be incorporated into state day care requirements and other federal programs to enhance "consistency" and "uniformity" of all such regulations.

Direct comments on behalf of the IMS proposal for state waiver to your state governor, c/o state capital. Send a copy of such correspondence to your congressional delegation and to IMS for further appropriate action.

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OBSERVER
P.O. Box 4338 • Washington, D.C. 20012

Address correction requested

Vol. I, No. 7 Nov. 1980

Creating the New Society

RESPONSE

Complete and mail to: IMS, P.O. Box 4338, Washington, D.C. 20012 *Nov. 1980/Vol. I, No. 7*

Name Position Tele.

Street City State Zip Code

Name of School Tele.

Street City State Zip Code

IMS MEMBERSHIP STATUS

- ____Individual (Card No. ________)
- ____Montessori School (Exp. date __________)
- ____Associate School (Card No. __________)
- ____Non-member

IMS Membership Application

- ____$15 (Individual membership)
- ____$20 (Associate school membership)
- ____$45 (Montessori school membership)*

*Membership criteria and information form will be sent for confirmation and completion of procedures

IMS INFORMATION REQUESTED

- ____IMS Montessori school membership
- ____Associate school membership
- ____Montessori teacher training
- ____Establishing an IMS teacher training center
- ____Specialized courses
- ____Montessori publications and materials
- ____Group medical and dental plan
- ____Montessori elementary training course
- ____Other (specify)

Signature Date

ORDER FORM

"MONTESSORI" Bumper Stickers

1 free to IMS members
non-member price: *$1.00 each*
for quantities over 10: *$0.60 each*

Quantity ________ Total Price ________

MCP Primary Readers

____Set 1, Short Vowels	MCP 1	$6.96
____Set 2, Long Vowels	MCP 2	$6.96
____Set 3, Consonant Blends	MCP 3	$6.96
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Residents of Md. Add 5% sales tax ________

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Amount enclosed ________

Vol. II, No. 1 January 1981

The Montessori OBSERVER

Training Montessori Teachers

Published by the International Montessori Society • P.O. Box 4338 • Washington, D.C. 20012 • Phone (301) 589-1127

PS 026650

IMS/San Francisco to Train Teachers

IMS has initiated procedures to establish IMS/San Francisco to train Montessori teachers in the Bay area for the 1981-82 course year. Sponsored by IMS, this center will be coordinated in the local area by **Meighen Tideman**, serving as Program Manager.

Ms. Tideman, owner of Big City Montessori School (San Francisco, CA) and Montessori educator in the Bay area since 1969, has held several important teacher training positions previously, including assistant teacher trainer and head teacher of the laboratory school for three years at the Montessori Education Center in Palo Alto, CA. In addition, Ms. Tideman founded and served as first president of the Northern California Chapter of the North American Montessori Teacher's Association (NAMTA), 1970-71.

The training center will be located at the Big City Montessori School where a materials workshop is planned for July after an initial phase of independent study has been completed. Internships will be arranged with area Montessori schools.

Staff for the course include: **Deborah Milikian,** philosophy/child development; **Meighen Tideman**, math and sensorial; **Cynthia Alexander**, language and geography; **Susan Rutynowski**, practical life, **Rebecca Keith**, biology; **Naseem Meer**, physical sciences and art.

Enrollment in this course will begin as soon as approval procedures are completed with the State of California. Direct inquiries to IMS.

Dr. Arthur Janov, new IMS Advisory Board member.

Janov Joins IMS Advisory Board

The IMS Advisory Board recently welcomed to its membership one of today's most knowledgeable individuals in the field of psychology, **Dr. Arthur Janov**. Founder of *Primal Therapy*, Dr. Janov is best known for his popular, revolutionary publication, *The Primal Scream*, which reveals the process of reliving childhood experiences to release tension.

Dr. Janov has been active in the field of psychology since 1960 when he received his Ph.D. in Psychology. His extensive background in psychology includes clinical practice in psychotherapy and work in the Psychiatric Department of Los Angeles Children's Hospital.

In 1967, Dr. Janov founded the Primal Institute in Los Angeles to carry out research into Primal Therapy. His recent publications include *The Anatomy of Mental Illness, The Feeling Child, Primal Man: The New Consciousness* and *Prisoners of Pain* (1980).

IMS particularly wishes to acknowledge the important contribution that Dr. Janov's work has made to the development of the child development sections of the

Cont'd. page 3, col. 3

Program Managers Needed

IMS offers an opportunity for individuals to apply now to serve as local program managers of IMS training courses for 1981-82. Responses and inquiries received by IMS thus far indicate that a critical shortage of well-trained Montessori teachers exists and that there is an urgent need for effective teacher training centers. As program managers are located and engaged, new IMS training centers will be developed to meet this vital concern for Montessori education.

Program managers receive a salary based on a commission of the tuition received from students enrolled in the course. The written agreement for the position of program manager will include an option to purchase the training center in the future.

All IMS courses provided through local program managers will be sponsored by IMS and will offer graduates IMS certification for teaching children 2-6. The basic IMS primary curriculum guide will be followed, consisting of independent study, workshop, seminars, classroom observation and practical teaching experience over the course of about a year and a half.

For application and further details, write IMS promptly.

Study Supports Preschool Education

In a recently released study entitled "Young Children Grow Up" (Schweinhart and David Weikart), it was reported that early school experience is associated with stronger, more independent and ambitious student behavior in

Cont'd. page 3, col. 2

Training Montessori Teachers

Effective Montessori teacher training has traditionally been an uncertain matter stemming from considerable difficulty experienced by Dr. Montessori in communicating her discoveries to adults. Despite the many courses which Dr. Montessori personally conducted before her death in 1952, the legacy of early difficulties persists today as the search continues to discover a dependable means of effectively communicating a full commitment to Montessori principles. Since 1952, a significant effort has been made in training Montessori teachers, as noted by the existence of a wide variety of alternative approaches available today.

Government Regulations

In the United States and other countries where extensive government regulation exists over education, effective Montessori teacher training is frustrated by a system of traditional teacher education values essentially contrary to Montessori education. Authentic, creative efforts to achieve effective Montessori training are normally detered through approval procedures and program criteria opposed to Montessori principles. Subject matter requirements, legal restrictions and attitudes of curriculum evaluators are often formidable barriers. The basis of the controversy between traditional teacher education and Montessori education appears to be that traditional teacher education aims generally towards conveying content while training Montessori teachers aims at communicating a commitment.

Montessori vs. Traditional

The ultimate aim of Montessori teacher training is a profound character development in the teacher, not the conveying of subject matter information. The mastery of the ability to create a psychic environment through a commitment to certain principles is senior to any concept development which may occur in the training process. Therefore, intangible qualities, such as joy, satisfaction, confidence, integrity and courage in the teacher are the qualities which most accurately measure the success of the training program. Tangible symbols of success, such as grades and tests measuring a quantum of subject matter, are of secondary importance. In this regard, Montessori teacher education seems to differ most significantly in aim from conventional teacher training which is focused primarily on concept and attitude development as measured by the attainment of certain subject matter knowledge measurable primarily through written tests.

Character Development

To the extent that Montessori training programs attempt to measure success in terms of content conveyed, rather than in the intangible inner qualities of the character, results will remain uncertain and unpredictable. IMS believes that a full commitment to Montessori principles can be effectively communicated and that the purpose and objectives of Montessori courses must aim at the level of profound character development which is needed to assure satisfactory results.

All Participation Needed

IMS recognized that many existing training programs are seeking conscientiously to improve and enhance the quality of their efforts through workshops and other means. IMS supports such efforts by providing the accreditation process of the International Montessori Council with which non-IMS training courses can become identified.

IMS believes that it is vital that effective Montessori teacher training be realized throughout the entire Montessori community. Therefore, IMS supports all participation and efforts in teacher training as important and needed in the process of realizing the "new education".

Back Issues of Observer Offered

IMS announces that all seven back issues of the *Montessori Observer*, since its first issue of *Creating the New Education* (Feb., 1980) are available for purchase while supplies last.

These first seven issues relate the development of IMS from its initial efforts and include the following substantive topics:

Feb./1980, No. 1
Creating the New Education
March/1980, No. 2
Montessori Elementary Education
April/1980, No. 3
Montessori Organizations
May/1980, No. 4
Montessori Materials
Sept./1980, No. 5
Beyond Cosmic Education
Oct./1980, No. 6
Montessori Accreditation
Nov./1980, No. 7
Creating the New Society

Look for the
February Observer
featuring
Classroom Management

The Montessori Observer

published by

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(301) 589-1127

Lee Havis, Executive Director

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INTERNATIONAL MONTESSORI SOCIETY

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SUBSCRIPTION

The *Montessori Observer* is provided at no cost to Montessori schools in North America. Subscription to this publication may be obtained by requesting IMS membership which is open to all individuals for a $15 yearly fee. Complete the membership application form to obtain an individual subscription and other benefits of IMS membership.

ADVERTISING

Advertising space is available for services and products relating to Montessori education. Marketplace ads are $7/line. Position and Placement ads are $10 each and will be set and edited by us to conform to space requirements. Write for our advertising outline for rates and other information about design advertising.

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Book Review

Children Learning
Pub. Schocken Books (New York, N.Y.), 1980
By Paula Polk Lillard

Paula Polk Lillard, author of *Montessori—A Modern Approach*, presents in her new 1980 publication, *Children Learning*, a diary of her classroom experiences with 4-5 year old children. Although the setting of this classroom experience is a non-Montessori private school, there is much that Montessori teachers can identify with in the daily record of progress, events, frustrations and insights expressed by Mrs. Lillard chronologically over the course of the school year.

A primary focus of Lillard's observations relate to academic progress of the children in the use of Montessori materials. Notable is the apparent ease of adaption and effectiveness of these materials with the children in her classroom, who apparently had not had previous experience with such materials.

Children Learning reveals Mrs. Lillard's willingness to expose her feelings of doubts, frustration and anxiety with regard to social conditions and values contrary to her aim of independence and self-discipline for the children in her classroom. Insightfully, she recognizes the common American social value of "being busy": "What is it in our culture that makes us feel uneasy if we are not constantly busy and teaching our children to be constantly busy as well?"

Montessori teachers and other adults who relate to young children can genuinely benefit from Mrs. Lillard's open and candid comments about her personal experiences with young children. There is a great deal to be learned from *Children Learning*.

Children Learning (Hardcover, 262 pages, $12.95) can be ordered from the IMS Montessori publications list in this newsletter. A 20% discount applies to IMS members.

Study, *Cont'd. from page 1, col. 3*

later years. This study, begun in Ypsilanti in 1962, followed preschoolers through high school and is one of the first such longitudinal studies to formally reveal its findings.

The study tested 123 subjects at intervals since 1962 through written instruments and interviews with their parents and teachers. Subjects were from low-income families where normally unfavorable school achievement is expected. The study revealed that subjects with preschool experience were 20% less in need of special education in later years. In addition, there were 16% fewer subjects who had committed five or more delinquent acts among the students who attended preschool programs.

Announcements

National Reye's Syndrome Foundation reports incidence of deadly Reye's Syndrome high during flu season, Jan.-March. Disease affects young children suddenly. For free brochure on symptoms, write IMS.

N.A.M.T.A. workshop on the elementary level. Contact: Julia Wright, 3781 N.E. 185 St., Seattle, WA 98155. (206) 524-4244.

Marketplace

Charlie Chopper Grows and Grows *by Anne Goresht.* A new fun book encouraging preschoolers and elementary children to become involved in learning about **nutrition**. 23 full color illustrations. 54 pages. Hand-lettered. Song and recipe included. Soft cover. $7.95 pre-paid. Send check to: Wholesome Press, 908 Elizabeth Rd., S.W. Calgary, Alta. T2S 1M9, Canada.

Montessori Observer(s): Back issues of the *Montessori Observer*, since the first issue Feb./1980, "Creating the New Education", may be purchased from IMS while supplies last. The seven-issue set of Vol. I, 1980 is $5.00. Individual issues, $1.00 ea. To order, complete order form.

Positions & Placements

Program Managers: to coordinate local management of IMS training courses. Salary a commission based on percentage of tuition income received. Contract includes option for IMS affiliation and program ownership in future. Write for application and details to: IMS, P.O. Box 4338, Washington, D.C. 20012.

Montessori teacher: (2-6) experienced; to serve as head teacher for preschoolers. Beautifully organized school with pleasant surroundings. Send resume or contact: Florence Foster Montessori 555 W. 115th St., Chicago, IL 60628, (312) 995-1174. Transportation, boarding and salary negotiable.

Montessori teacher: (2-6) full-day. College degree req'd. Contact: Marilyn Corbin, Principal, North Broward School, 3701 N.E. 22nd Ave., Lighthouse Point, FL 33064. (305) 941-4816.

Placements

Montessori teaching position: Certified primary Montessori teacher seeks teaching position in Montessori school in U.S. 1979 diploma from Marian Training Centre (Sri Lanka). Mature, responsible individual. Contact: Mrs. Sita Yapa, 3273 Southgate Rd., Ottawa, Ontario, KIV 7Y3, Canada.

Elementary sponsorship: Primary trained male seeks sponsorship for elementary training. MED., 5 yrs., experience. Wife primary trained desires ½ day position if possible. Contact: Dave Gray, 609 N. Mill, Eldon, MO 65026. (314) 392-3409.

Elementary sponsorship: Montessori primary aide seeks sponsorship for 81-82 elementary Montessori teacher training. Holds BA with art background. Proficient in French. Contact: Camilla Wolf, 314 N. Prairie, Kalamazoo, MI 49007. (616) 342-8463.

Dr. Janov, *Cont'd. from page 1, col. 2*

IMS curriculum guides for Montessori teacher training. His insightful orientation towards the development and structure of personality is vitally needed by teachers to fully comprehend deviant childhood behavior in the classroom. Dr. Janov's research represents a fundamental breakthrough in psychology, extending significantly the basic discoveries of Sigmund Freud in the early 1900's.

It is an honor to announce the association of Dr. Janov with IMS and to acknowledge the relationship between his work and that of Montessori education.

For further information about the work of Dr. Janov or the Primal Institute, please contact IMS.

IMS

The Montessori

OBSERVER

P.O. Box 4338 • Washington, D.C. 20012

Address correction requested

Vol. II, No. 1 Jan. 1981

Training Montessori Teachers

PUBLICATIONS & MATERIALS

Complete and mail to: IMS, P.O. Box 4338, Washington, DC 20012 *Jan. 1981/Vol. II, No. 1*

Montessori Publications

Quan.	*Title*	*Price*
	Carinato, Sister Mary Ellen et al	
____	**Montessori Matters**	14.00
	Goodwin, Mary	
____	**Creative Food Experiences for Children**	5.95
	Hainstock, Elizabeth	
____	**Teaching Montessori in the Home: The Preschool Years**	3.95
____	**Teaching Montessori in the Home: The School Years**	3.95
____	**The Essential Montessori**	1.95
	Janov, Dr. Arthur	
____	**The Primal Scream**	5.95
	Lillard, Paula	
____	**Children Learning**	12.95
____	**Montessori: A Modern Approach**	2.75
	Malloy, Terry	
____	**Montessori and Your Child—A Primer for Parents**	4.95

Quan.	*Title*	*Price*
	Montessori, Maria	
____	**Dr. Montessori's Own Handbook**	3.95
____	**From Childhood to Adolescence**	2.75
____	**Montessori Elementary Material, The**	6.75
____	**Montessori Method, The**	5.50
____	**Secret of Childhood, The**	2.95
____	**Spontaneous Activities in Education**	4.95
____	**To Educate the Human Potential**	5.00
	Motz, Sister Mary	
____	**Montessori Matters—A Language Manual**	15.00
	Orem, R.C., ed.	
____	**Montessori Handbook, A**	2.95
____	**Maria Montessori: McClure's Magazine Articles**	3.95
	Standing, E.M.	
____	**Maria Montessori: Her Life and Work**	2.95
____	**Montessori Revolution in Education, The**	3.95

MCP Primary Readers

____	Set 1, Short Vowels	MCP 1	6.96
____	Set 2, Long Vowels	MCP 2	6.96
____	Set 3, Consonant Blends	MCP 3	6.96
____	Set 4, Digraphs	MXP 4	6.96

Montessori Observer(s)

____	Seven issues, Vol. I	$5.00
____	Single issue(s), No.____	1.00 (ea.)

TOTAL PRICE FOR PUBLICATIONS ____

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1 free to IMS members
Non-member price: $1.00 each
For quantities over 10: $0.60 each

Quantity ____ **Price** ____

Total Price for Publications ____

Less 20% IMS member discount ____

Net Cost for Publications ____

Price for bumper stickers ____

Total net cost ____

Postage/Handling (10% of total net cost) ____

Residents of Md. Add 5% sales tax ____

Sub-total ____

IMS membership fee ____

TOTAL AMOUNT ENCLOSED ____

Vol. II, No. 2 February 1981

The Montessori
OBSERVER

Classroom Management

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IMS World-wide

IMS activity is not limited solely to North America, but extends beyond this continent to include correspondence with individuals and institutions in many countries. A regular list of foreign correspondents receive the *Montessori Observer* and a special news sheet, **International Montessori News**, which provides news and information about the development of Montessori education beyond North America.

International Montessori News and other IMS publications are regularly sent to correspondents in sixteen countries including the Soviet Union, New Zealand and India. IMS aims through such communication to enhance awareness of Montessori principles and to locate and contact local Montessori schools and teachers to support their efforts. Montessori schools have now been identified and contacted in many countries, including New Zealand, England, South Africa, the Philippines and the Dominican Republic. Future efforts beyond North America will

Cont'd. page 2, col. 3

IMS Insurance Premiums Determined by Schools

Premium rates for IMS group health insurance can now be determined by schools according to instructions provided on the new IMS premium calculation form. Schools can now determine for themselves the precise monthly premium rate for the coverage desired by following simple, easy-to-follow directions provided on this new form. Coverage is described in a separate brochure.

IMS insurance, available only to school members, provides a

Cont'd. page 3, col. 3

Dr. Garvey, new member of Council.

Law Professor Joins Accredition Council

The International Montessori Council, accrediting agency for Montessori teacher training programs, now includes a law professor as its third member of the Advisory Committee, **Dr. John Garvey**. The Advisory Committee, which also includes **Dr. Jerry Duvall** and **Dr. Richard Matteson**, is responsible for final accredition decisions of the Council.

Dr. Garvey, professor of law at the Catholic University of America (Washington, D.C.) received his doctorate in jurisprudence from the University of Michigan (1967) and also holds an honorary doctorate from Xavier University (Cincinnati, OH). His distinguished legal career includes private practice and instruction in the field of law specializing in wills and estates. Dr. Garvey has recently completed a term as Dean of the Catholic University faculty of law where he has contributed significantly to the study of law through his active participation in various legal organizations, such as the American Bar Association.

Dr. Garvey will provide an important legal perspective to the work of the Advisory Committee. The In-

Cont'd. page 3, col. 1

CUED SPEECH Aids Language Development

Cued Speech, developed recently by **Dr. R. Orin Cornett** of Gallaudet College (Washington, D.C.) offers a significant new opportunity to enhance the language program of Montessori classrooms.

Dr. Cornett conceived Cued Speech as a means to assist the deaf in learning to more effectively communicate in the spoken language. Summarizing this new approach to language development of the deaf, Dr. Cornett notes, "In Cued Speech, eight configurations and four positions of one (either) hand are used in synchronization with speech to produce, with the hand and the lips in combination, visually different patterns for each syllable of the spoken language".

Cued Speech has recently been introduced into the regular curriculum of the Montessori Children's House (Bowie, MD) to accommodate the needs of a deaf child in the classroom. However, the success of Cued Speech with normal children in the classroom has led to the incorporation of this approach into the school's total language program. **Ann Riley**, school director, notes "The cued speech approach blends almost perfectly with our early phonetic approach to reading and spelling... We have found it useful in focusing children with short attention spans, including several minimally learning-disabled and emotionally-disturbed children in our school. Were there no deaf child in the school we would still use cued speech".

For additional information about Cued Speech, contact: Dr. R. Orin Cornett, Director of Cued Speech Programs, Gallaudet College, 7th and Florida Ave., N.E., Washington, D.C. 20002.

PS 026950

Managing Misbehavior

Although the skill of managing misbehavior is vital for effective teaching, many Montessori environments seem to reflect an inadequate preparation of teachers in this important area. Perhaps such inadequate preparation of teachers is a result of the notion that *classroom management* is somehow separate from the regular curriculum of Montessori teacher training and must be provided to teachers as a "supplement" to the curriculum.

Preparing the Environment

IMS asserts that the Montessori curriculum does not lack any aspect needed for effective management of misbehavior in the classroom. *Classroom management* is not separate from the regular curriculum of the IMS teacher training course but rather is viewed as an expression of the Montessori principle, **Preparation of the Environment**. In this sense, *managing misbehavior* is an important aspect of the process of *preparing the environment*.

Control the Environment, Not the Child

Preparation of the Environment views the environment, consisting of the teacher, physical environment, and other children, as the vital means by which normalization occurs naturally and spontaneously from within the child. Misbehavior in the child reflects the existence of detrimental aspect(s) in the environment. Accordingly, the source of misbehavior is viewed as in the environment, not the child. Therefore, the basic guide to managing misbehavior is: **Control the Environment, Not the Child**. As detrimental aspects in the child's environment are engaged and resolved (i.e., "prepared"), the child naturally reveals its normalized nature, respectful of others and committed to order and harmony in the environment.

Commitment to Montessori Principles

A teacher's persistent difficulty with misbehavior in the classroom results from an inadequate application of Montessori principles, notably, *Preparation of the Environment*. Well-meaning, yet ineffective teachers unconsciously allow detrimental aspects in the environment to persist. The teacher's personality is often a persistent detrimental aspect of the environment which seems quite difficult to control.

Teacher's Personality

The teacher's personality (i.e., set of values, beliefs, behavior patterns, feelings and attitudes) can be a major obstacle to effective classroom management, compelling continual unconscious and inappropriate action. In a society where "being busy" and "doing something" urges immediate action to resolve misbehavior, inappropriate reactions can easily occur. Action under stress and frustration is often inappropriate, involving manipulation, threats or physical force. Such inappropriate action aims to control the child, not the environment and is therefore ultimately ineffective. Removal of a misbehaving child from the classroom is a classic example of action inconsistent with the approach *Control the Environment, Not the Child.*

Appropriate Teacher Action

However, not all teacher action is inappropriate when confronting misbehavior. For example, it is vital for the teacher to communicate responsibly to the children her feelings, considerations and requirements for the classroom. In addition, the teacher must manage the other children and order the physical environment as circumstances require. At times, controlling the environment may require forcibly holding a piece of material to confront a misbehaving child seeking to abuse such material thereby disturbing the order of the physical environment. However, in no case is action taken to control the child itself. Control of the child violates the fundamental Montessori principle, **Individual Liberty.**

Cont'd. page 3, col. 2

IMS World-wide

Cont'd. from page 1, col. 1

be directed to the development of Montessori teacher training centers.

IMS is aided in its international efforts by the assistance and cooperation of individuals in many countries who have provided names and addresses of other interested parties enabling IMS to extend significantly its communication in such countries.

The assistance of organizations such as **UNESCO and the Organization of American States (OAS)** have been particularly useful. In the *OAS* publication, *La Educacion* (No. 82, Jan./April 1980) which is distributed widely throughout Latin America, an article about IMS recently appeared in Spanish. Reprints of this article are provided by IMS to Spanish-speaking correspondents.

Contact IMS for a re-print of the article in *La Educacion* or back issues of the *International Montessori News.*

Look for the
March Observer
featuring
Government Regulations

The Montessori Observer

published by

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Book Review

Montessori Matters—A Language Manual

Pub. Sisters of Notre Dame (Cincinnati, OH), 1980
By Sister Mary Motz

The recent publication of *A Language Manual* is the most recent effort of the Sisters of Notre Dame to provide a concrete reference and guidance with regard to presentation of classroom materials for Montessori teachers. This publication is similar in format and design to their previous popular reference book, *Montessori Matters*. However, the primary focus of *A Language Manual* is strictly the language area. Exercises are presented in steps with illustrations and comments included to elaborate basic information.

In *A Language Manual*, **Sister Mary Motz,** the author, shares an abundance of useful, detailed knowledge gained through her years of experience as language coordinator with the Midwest Montessori Teacher Training Center (Chicago, IL). It is noted that the publication is primarily designed as a classroom reference supplement to the basic Montessori language curriculum. It is aimed to serve those already familiar with Montessori principles and the basic use of Montessori materials.

This 8½ x 11, spiral bound booklet of 151 pages will be of great benefit to schools and teachers seeking ideas and elaborations of the basic primary Montessori language exercises and will enable teachers to enhance and stimulate interest in the language area of the primary classroom.

Montessori Matters—A Language Manual can be ordered from the IMS Montessori publications list in this newsletter. A 20% discount applies to IMS members.

Law Professor Joins Council

Cont'd. from page 1, col. 2

ternational Montessori Council will benefit significantly from the participation of Dr. Garvey in the work of accrediting Montessori teacher training programs.

Managing Misbehavior

Cont'd. from page 2, col. 2

Managing Misbehavior, A Process

Preparing the environment is not a single event, but rather a moment to moment process of examining the needs of the environment and responding appropriately to meet such needs. Misbehavior, viewed as other mistakes of children, is an opportunity for the teacher to demonstrate the effectiveness of Montessori principles. The disruptive child presents the teacher with an opportunity to realize her ability and purpose with regard to the creation of an effective environment through a commitment to Montessori principles.

Confronting misbehavior in the classroom is absolutely necessary and requires courage and patience. IMS supports the responsible engagement with such misbehavior through control of the environment, not the child.

Announcements

The Organization of American Kodaly Educators will hold its Seventh Annual National Conference on April 3-5, 1981 at the Lord Baltimore Hotel in Baltimore, MD. The theme is *Music: The Art of the Kodaly Educator*. For information and reservation, contact: Catherine Parnell, 405 Linden Lane #2A, Media, PA 19063.

The Montessori Teachers Association of Pennsylvania (MTA-PA) will hold the following workshop: *Teaching Art Appreciation in the Montessori Classroom* (Presenter, Aline Wolf) on Saturday, Feb. 28, 1981 at Walden School, State and Township Line Rds., Drexel Hill, PA. Contact: MTA-PA, c/o William Farkas, 4924 Germantown Ave., Philadelphia, PA 19144.

The Association Montessori Internationale (AMI) is holding a conference entitled *Adolescent: An Exploration* on the needs of youth (12-18), April 2-6, 1981 at Atlanta, GA. For additional information, contact: Erdkinder Consortium, 4202 Ashwoody Trail, Atlanta, GA 30319.

The American Montessori Society (A.M.S.) will hold a workshop entitled *Focusing on Montessori Elementary Curriculum* on April 10-12, 1981 in Washington, D.C. area. Contact: Tim Seldin, Barrie Day School, 13500 Layhill Rd., Silver Spring, MD 20906.

Cued Speech News, a quarterly newsletter published by Gallaudet College, provides news and information about Cued Speech. To subscribe, send check for $2.50 (make check to *1981 Cued Speech News*) to: Cued Speech Programs, Gallaudet College, 7th and Florida Ave., N.E., Washington, D.C. 20002.

Positions & Placements

Montessori teacher: (2-6) Bachelor's degree preferred. Salary based on experience. Established, non-profit school. Morning and extended day programs. Contact: Administrator/Registrar, The Montessori School, 2810 8th St., Tuscaloosa, AL 35401 (205) 752-4032.

Montessori teacher: (2½-6) Established class of 2½-6 year olds. Extended day for 4+. Administrator-teacher. Salary range on request. New or recent graduate encouraged to respond. Send resume to: Woodstock Montessori School, P.O. Box 611, Woodstock, N.Y. 12498.

Placements

Elementary sponsorship: Primary trained male seeks sponsorship for elementary training. MED., 5 yrs., experience. Wife primary trained desires ½ day position if possible. Contact: Dave Gray, 609 N. Mill, Elcon, MO 65026. (314) 392-3409.

IMS Insurance Premiums

Cont'd. from page 1, col. 1

unique health maintenance plan for school employees featuring valuable options such as dental coverage, pregnancy coverage and outpatient prescription card. Premium rates vary depending on coverage selected and location of the school.

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March 1981

The Montessori OBSERVER

Government Regulations

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New Ohio Regulations Deter Montessori

Many Montessori schools in Ohio may now face compliance with new day-care regulations which severely limit the number of children permitted in a single group. Such regulations, recently adopted by the Department of Public Welfare, would effectively limit the number of children in a normal Montessori preschool classroom to no more than twenty (20).

Although parent-run centers and certain part-day programs may avoid the restrictive regulation of the Department of Public Welfare, the normal full-day Montessori center will be required to comply with such regulation in order to operate in the state. Since there is no waiver provision in the regulations, such Montessori centers will be required to meet a wide range of regulations including restrictive staff-child ratios, limited group size requirements and other restrictive conditions detrimental to Montessori education.

The fundamental difficulty with regulation in Ohio is a state day care law which mandates the enforcement of specific staff-child ratios and requires that children be supervised in "small groups." Since there is no waiver provision from such requirements in the state day care law, fundamental change in the regulatory structure of Ohio can only be achieved through legislative action.

Cont'd. page 3, col. 3

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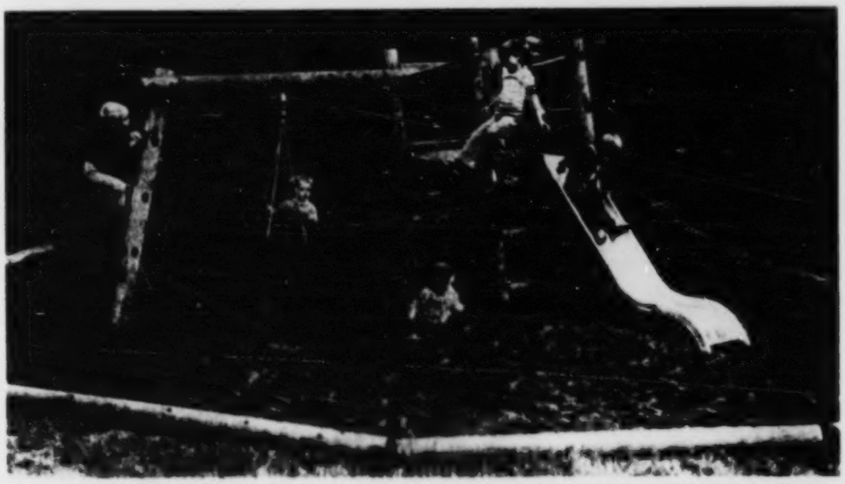

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Outdoor Equipment Offered

Special outdoor activity equipment will now be available for purchase through IMS with a 10% discount to IMS school members. This attractive, natural-looking equipment, known as Backyard BigToys,® features a sturdy construction of round logs in combination with a simple coordinated component system.

IMS offers this equipment to meet a need for appropriate apparatus to support schools in providing the best possible recreational activity for children. Based on its research into the various equipment systems available commercially, IMS believes that Backyard BigToys® offers Montessori schools the most effective means of meeting this important school need. BigToys® combines high quality with the most favorable price possible.

An important feature of BigToys® is its flexible component system which allows for a variety of structural arrangements using the same basic components. In this regard, IMS has designed a unique two-deck component structure, identified in the IMS promotional information as BY-7, which incorporates a wide range of activity and interest for both young and old children. Such a structure is designed to meet the unique needs of the normal Montessori school.

Contact IMS for further details and order form.

Health Insurance Needed

Many Montessori schools now recognize a responsibility and need to provide health insurance for their employees. The issue is: Who pays for the employee's medical bills when the employee becomes disabled through illness or accident and has no coverage and very little money?

The IMS approach to health insurance for school employees is a comprehensive plan to cover customary and reasonable charges up to a maximum of $1,000,000.

Cont'd. page 3, col. 2

PS 026335

Regulating Montessori Education

Inappropriate government regulation of Montessori schools is a major current barrier to the complete and effective application of Montessori principles throughout the world. One Montessori school owner, summarizing her frustration in the face of local regulation stated: "They are a typical self-serving bureaucracy, overly zealous in creating and enforcing un-needed regulations on every aspect of our operations." Mistrust, fear and hostility appear to be pervasive conditions within which the regulation of Montessori education occurs.

Detrimental Regulation

Day care agencies, under whose authority most Montessori schools function, often seek to enforce inappropriate regulations, notably restrictive staff-child ratios and group size requirements. Other areas of enforcement often include requirements affecting nap-time, equipment, program and hours. Some licensing agencies defend the enforcement of restrictive staff-child ratios on Montessori schools by citing national studies which seem to indicate that such ratios provide a dependable assurance of program quality. However, since it is unlikely that such studies adequately considered Montessori programs in their research, it is equally unlikely that the conclusions of such studies can be appropriately applied to Montessori programs. One federal government official defended the restrictive staff-child ratios of the federal day care regulations (FIDCR) by stating: "Our research indicated that few federally funded children were enrolled in Montessori programs."

Confronting Regulations

IMS confronts the inappropriate regulation of Montessori schools through extensive direct communication with local day care licensing agencies. In this regard, selected officials in such agencies regularly receive the *Montessori Observer*. In addition, specific suggestions and comments are provided by IMS to enable the most advantageous revision of regulations and accommodation to the unique needs and concerns of Montessori education.

Communication is Key

Communication is the basic means to resolve regulatory difficulties with local officials. This needed communication is considerably enhanced when the local schools actively participate with IMS in this process of confrontation and communication.

Courage Needed

Local schools need considerable courage to confront regulations since the school's license to operate may be jeopardized by such confrontation. However, the alternative to such confrontation is a continuation of fear and uncertainty within which Montessori education cannot effectively express itself. Montessori schools cannot function effectively in violation of legal requirements or in compliance with inappropriate regulations. The dilemma of detrimental regulations can only be effectively resolved through the creation of new conditions consistent with a complete commitment to Montessori principles.

Creating New Conditions

Montessori schools can create the needed new conditions through a process of communication and confrontation with the local regulatory agencies. IMS particularly acknowledges those schools willing to engage inappropriate regulation through confrontation with local government agencies. Such confrontation is under way in many jurisdictions, notably in the states of Oregon, Michigan and Maryland. IMS seeks to participate with individual schools and local organizations to resolve specific difficulties so that these efforts can serve to benefit the entire Montessori community.

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Cont'd. from page 1, col. 1

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Book Review

Prisoners of Pain

Pub. Doubleday, 1980
by Dr. Arthur Janov

Prisoners of Pain, Dr. Janov's latest contribution to the scientific study of feelings, extends significantly his original discoveries and insights about the cure for neurosis first presented in his revolutionary best-seller, *The Primal Scream*.

Prisoners extends the basic notion of Janov's *Primal Therapy* whereby painful early childhood events are re-lived and resolved in a series of therapy sessions. The cure to neurosis is now viewed by Janov as not confined to a single event or finite series of therapy sessions, but rather as a continuing process of feeling throughout life.

In *Prisoners*, Janov insightfully compares an individual's life with the history of human evolution. In this regard, social institutions are viewed as a complex extension of the human mind employed to suppress the experience of painful prior events. The resolution of detrimental social conditions is thus begun as a confrontation with the individual's personal history of suppressed, painful prior experiences.

In a chapter dealing with children and education, the guidance of children is not seen by Janov as so much a system of rules to follow but rather as a sensitivity and orientation to feelings. Janov asserts: "Feelings take care of it all. It is never what you do so much as who you are." Dr. Janov advises that feelings be fully brought into the classroom.

For many teachers, the adult personality is the most detrimental aspect of the classroom environment. *Prisoners* is highly recommended reading as an effective means of confronting such adult personality to enhance the quality of life in the classroom and society.

Dr. Janov is an IMS advisory board member and world-renowned psychologist. ***The Primal Scream and Prisoners of Pain*** *are both available through IMS.*

Health Insurance

Cont'd. from page 1, col. 3

The IMS endorsed plan can provide such coverage with little cost to the school itself if premiums are paid by the school from salary deductions of the covered employees. Such a school insurance plan expresses the school's concern and sense of responsibility for the health and well-being of the staff. With today's rising hospital costs, such a comprehensive health insurance program may meet the needs and concerns of school employees more effectively than a salary increase.

An alternative to the IMS approach of comprehensive insurance is the "Fixed Dollar Benefit (FDB)" plan which provides only a specific amount of money for each day in the hospital. However, in inflationary times, such FDB plans can fail significantly to provide adequate protection for hospital expenses which can vary widely depending on location and treatment. FDB plans can only serve effectively as a supplement to a basic comprehensive program and, standing alone, may prove totally inadequate.

Contact IMS for premium rate information and details of coverage available through the IMS health plan.

Marketplace

Advertise in Observer: Place ad here for sales, offers to buy, services and products relating to Montessori education. *Marketplace* ads are $7/line. *Position and Placement* ads are $10 each. Observer reaches Montessori schools in all states, Canada and Mexico and IMS members throughout the world. Send ad request now to reserve space in April and May issues.

MCP Primary Readers: Packaged in four sets of ten different readers. Each set presents interesting stories which emphasize a particular phonetic element. 20% discount for IMS members. To order, complete order form.

Positions & Placements

Montessori teacher: (6-9) or (9-12); also experienced teacher for (3-6) class. Well-equipped, established school with own facilities. Located about 50 miles north of Palm Beach. Competitive salaries with fringe benefits including health plan. Send resume to: Administrator, Sun Grove Montessori School, Rt. 4, Box 342, Ft. Pierce, FL 33450, or call (305) 464-5436.

Montessori teachers: (2½-6) Seven positions available. Good starting salary and benefits. Contact: M. Murray, Director, Montessori Schools, Inc., 1357 Van Horne Ave., Montreal, Que. Canada H2V 1K7.

Montessori teacher: (6-10) Teacher with program development and administrative experience. Salary negotiable based on experience. Contact: Administrator, Montessori Children's School, 25800 Hilliard Blvd., Westlake, OH 44145, tel. 871-8773.

Montessori teacher: (6-9) to establish a 6-9 class starting September 1, 1981 in Charlottesville, VA. Capital and assistance provided, with option to assume ownership. Salary negotiable. Send resume to Barbara Barnes Beasley, 1901 Thompson Rd., University Montessori School, Charlottesville, VA 22901.

Montessori teachers: (6-9) and (9-12) School established in 1969. (9-12) class to begin in September, 1981. Contact: Ms. E. Wilson, 7 Crescent Place, Apt. 2602, Toronto, Ont. Canada M4C 5L7 or call (416) 690-7351.

Montessori teacher: (2-6) for a well-established Catholic Montessori school. Starting Sept., 1981. Dedicated and enthusiastic individual sought. Excellent benefits. Full day session. Contact: St. Anthony's Montessori School, 672 Passaic Ave., Kearny, N.J. 07032, tel. M-F, 9 a.m.-2:30 p.m. (201) 997-3220-21.

Montessori Teacher: (K-1) in an established extended day class for the 1981-82 school year, starting June 1, 1981. Fully equipped classroom. Parent-run school; 17 years in the community. Salary negotiable, commensurate with educational background and experience. Submit resume and references to: Montessori School of Champaign-Urbana, 1112 Broadmoor, Champaign, IL 61820. (217) 356-1818.

Placements

Elementary sponsorship: Primary trained male seeks sponsorship for elementary training. MED., 5 yrs., experience. Wife primary trained desires ½ day position if possible. Contact: Dave Gray, 609 N. Mill, Eldon, MO 65026. (314) 392-3409.

New Ohio Regulations

Cont'd. from page 1, col. 1

IMS will direct its future efforts to achieve appropriate change of state law on behalf of the best interests of Montessori education in Ohio. Contact IMS for further information about the new Ohio regulations and to cooperate with legislative action in the state.

Government Regulations

Vol. II, No. 3: March 1981

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Montessori World-wide

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Illinois Bill Threatens Montessori

Rep. Peter Peters (Chicago) and **State Senator Bloom** (Peoria) recently announced plans for changes in the Illinois Child Care Act which could detrimentally affect the regulation of Montessori schools in the state.

The proposed bill, whose general purpose is to put more teeth in licensing of child care facilities, would revise Section 8 of the Act to remove discretion in enforcement of the regulations from the Department of Children and Family Services. Without such discretion, the Department may be precluded from granting waivers to Montessori schools. Since the Department has expressed support for the legislation, there is a serious threat that the bill may be passed into law to the detriment of Montessori education in Illinois.

IMS has expressed its concern with regard to this bill in written comments to Illinois Governor Thompson. In addition, IMS continues its communication with the Department of Children and Family Services to achieve the adoption of a waiver provision in the Illinois regulations. Such a waiver provision is needed to enable a more flexible approach toward Montessori schools which normally would be required to comply with all requirements of the regulations, including staff-child ratios of 1-10 and maximum group size limitation of twenty (20) children.

IMS requests that Illinois residents concerned with this legislation direct their comments to Rep. Peters or their local representatives. In addition, contact IMS for further details or comments.

PS 026650

Meighen Tideman, Program Manager of IMS/San Francisco.

IMS/San Francisco Now Enrolling

On March 19, 1981, IMS/San Francisco was granted provisional approval by the State of California to operate its teacher training course for the 1981-82 year. The course, which requires about one year of intensive work through independent study, internship and classroom instruction, will provide graduates with IMS Montessori primary certification for teaching children 2-6.

The training program, located at the Big City Montessori School (San Francisco, CA), includes a workshop in the use of Montessori materials, July 6-31, 1981. During this workshop, a team of seven instructors will demonstrate the use of Montessori materials and the associated theoretical aspects of Montessori education.

Meighen Tideman, administrator and owner of the Big City Montessori School, will serve as Program Manager of the course and will provide instruction in the math and sensorial areas of the curriculum. Mrs. Tideman is an experienced Montessori teacher and has been active in teacher training since 1969.

Cont'd. page 4, col. 3

Cosmic Connection...
Primal Theory & Montessori

The appointment of **Dr. Janov** to the IMS Advisory Board offers an opportunity to explore the relationship between Dr. Janov's Primal Theory and Montessori education.

A recent issue of **The Primal Institute Newsletter** (Feb., 1981) examined the connection between Primal Theory and Montessori education in an article entitled "The Montessori Approach—An Introduction." The article was written by Dorothy Edwards, a member of the Primal Institute staff and a former Montessori teacher. Edwards states in the article: "Dr. Janov's appointment to the IMS Advisory Board points up the area where the insight provided by Primal Therapy is most sorely needed: the 'deviant child'....In associating with Dr. Janov, the International Montessori Society shows its interest in better understanding and dealing with such damage and its consequences. That interest is a natural extension of the work of Maria Montessori..."

To obtain a copy of the entire article and newsletter, send request with $ .75 to: The Primal Institute, 2215 Colby Ave., Los Angeles, CA 90064.

UN University Supports Cosmic Education

The United Nations University, located in Tokyo, Japan, was created in the early 1970s to support a cosmic approach to the resolution of major world problems.

The University was founded in response to the recognition that much useful knowledge normally lies unused behind barriers of ignorance, indifference and inefficiency. The purpose of this unique

Cont'd. page 3, col. 2

Beyond Country and Culture

The work of Montessori education from its beginning in Italy in 1907 has assumed a world-wide perspective which continues today. Dr. Montessori's frequent international travels have resulted in the establishment of diverse communities throughout the world interested in the "new education". This widespread international interest and development of Montessori education demonstrates the fundamental integrity of Montessori principles which transcends all cultural and political distinctions.

International Barriers

The development of Montessori world-wide requires an extension of communication and supportive relationships beyond country and culture. Such an international approach to Montessori education confronts certain unique barriers which are not normally engaged within a particular country. Language, time and distance represent barriers which have traditionally deterred effective international cooperation and communication.

Language—No Real Barrier

The diversity of languages throughout the world normally deters effective communication. However, since English is well-known in countries where Montessori education is most developed, the normal language barrier is not a major difficulty. English can be employed in many countries with significant Montessori communities including, United States, Canada, The Philippines, Australia, New Zealand, England, Ireland, India, South Africa, and Holland.

Time and Distance

Modern technology has significantly reduced the importance of time and distance as international barriers. Long distance telephone and jet air travel now readily surmount these previously awesome barriers.

Government Control

However, a significant new barrier has recently emerged to present a notable difficulty for the development of Montessori education in many societies—inappropriate government regulation and control. In countries which have institutionalized the provision of day care for children, government control tends to discourage the conditions of creativity and initiative which would favor the development of Montessori education. In such countries, Montessori education is often virtually unknown. In contrast, in the United States where government sponsorship and control of child care in minimal, over 2,000 Montessori schools exist.

If Montessori education is to develop significantly in countries where government child care has been institutionalized, opportunities for creative initiative in the non-government sector must be permitted.

Future Development

The future development of Montessori world-wide will engage new barriers as efforts are made to extend Montessori principles to countries which presently have no Montessori schools, including the poverty-ridden countries of the Third World. Such future development will require extensive foreign support and cooperation including the training of teachers outside the country. Ultimately, local teacher training must be established to assure continued successful development in such countries.

Global Purpose

International Montessori development serves a larger purpose than the extension of Montessori principles beyond country and culture. Such world-wide development serves a global purpose to create new international networks of cooperation and relationships which can contribute significantly to the resolution of the fundamental underlying conflicts and disharmony among nations and cultures.

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Announcements

The Primal Institute Newsletter contains news and information relating to the work of Dr. Janov. Published monthly. $7 per year in U.S., Canada, Mexico. $11 all other. To subscribe, write: Dr. Janov, The Primal Institute, 2215 Colby Ave., Los Angeles, CA 90064.

American Montessori Society (AMS) will hold its 21st annual seminar in Anaheim, CA, June 17-19, 1981 featuring "Fantasy and Creativity in the Life of the Child". For further information, contact: AMS, 150 Fifth Ave., New York, N.Y. 10011.

Whitby School will sponsor a series of workshops on the Montessori method, June 29-July 17, 1981. For application and details, write: Whitby School, 969 Lake Ave., Greenwich, CT 06830.

United Nations University Newsletter provides news and information about the world-wide work of the University. Published quarterly in English, French, Spanish and Japanese. To subscribe, write: United Nations University, Toho Seime Building, 15-1 Shibuya 2-chome, Shibuya-ku, Tokyo 150, Japan.

Unified Private Schools of New York, Inc. will hold its annual conference on May 2, 1981 in White Plains, N.Y. Theme is "What will private schools face in the eighties?" For further information, contact: UPS, 491 Deer Park Ave., Babylon, N.Y. 11702 (516) 587-3408.

UN University

Cont'd. from page 1, col. 3

educational institution is to engage major world issues through a cosmic approach, integrating knowledge from many disciplines and many areas of the world.

The University, funded by voluntary pledges from governments throughout the world, is governed by a Council appointed jointly by the Secretary-General of the United Nations and the Director-General of UNESCO. The work of the University is carried out in more than sixty countries at associated institutions and training units, by scholars and scientists organized into 16 networks. Each network focuses on specific issues relating to projects in world hunger, human and social development and use and management of natural resources. Information is disseminated through workshops, seminars and publications. An informative quarterly newsletter highlights progress of its various projects around the world.

IMS maintains regular contact with the United Nations University. Contact IMS for further information about the work of this important educational organization.

Outdoor Equipment Offered

IMS offers Backyard BigToys® to support schools in providing the best possible recreational activity for children. IMS school members receive a 10% discount. Contact IMS for further details and order form.

BigToys structure, Model BY-2, 532 lbs. Features include climbing tire, wooden log deck, and twin belt swings.

Marketplace

For Sale: Montessori School, capacity 90 students, excellent profit record, owner-operator's demise. Creates great opportunity in preferred location in Montana city. Very flexible terms. Contact: Tom Mather & Assoc., Realty Co., 1901 10th Ave., S., Prudential Bldg., Great Falls, MT 59403, (406) 727-2650 or (406) 453-2285.

Interested in purchasing used Montessori materials:
Contact: Cathy Merriman, 14152 Superior Ave., Apt. 1, Cleveland Hgts., OH 44118, (216) 932-9527 or (216) 382-2461.

MCP Primary Readers: Packaged in four sets of ten different readers. Each set presents interesting stories which emphasize a particular phonetic element. 20% discount for IMS members. To order, complete order form.

Outdoor Activity Equipment
Backyard BigToys® —attractive, natural-looking equipment featuring sturdy construction of round logs in combination with simple coordinated component system. 10% discount to IMS school members. Contact IMS for further details and order form.

Advertise in Observer: Place ad here for sales, offers to buy, services and products relating to Montessori education. *Marketplace* ads are $7/line. *Position and Placement* ads are $10 each. Observer reaches Montessori schools in all states, Canada and Mexico and IMS members throughout the world. Send ad request now to reserve space in May issue.

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Benefits include:
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—Montessori publications at discount
—IMS program information

BONUS!

☐ **FREE** "Montessori" bumper sticker

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Reader Response Form

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Montessori World-wide
Vol. II, No. 4 April 1981

Address correction requested

P.O. Box 4338 • Washington, D.C. 20012

IMS
The Montessori
OBSERVER

Positions & Placements

Montessori teacher: (6-9) To start Fall, 1981. Well-established classroom in parent-run school. Contact: Rochester Montessori School, 2211 Salem Rd. S.W. Rochester, MN 55901, (507) 282-1957.

Montessori teachers: (3-6) & (6-12) to work in well-established school, serving low income families in Denver. Send resume to: Montessori Child Development Center, 940 Fillmore St., Denver, CO 80206, (303) 333-9478.

Montessori teacher: (2½-6) For Sept. 1981. Established, non-profit school. Morning and afternoon programs. Salary range on request. Send resume to: Kennebec Montessori School, Deborah Ker, P.O. Box 394, Waterville, ME 04901.

Montessori teacher/administrator: (2-6), full day. Teaching and administrative responsibilities. Send resume to: Montessori Country Day School, 2200 Bern Rd., Wyomissing, PA 19610 or call (215) 373-7828 for more information.

Montessori teacher: (2-6) experienced; to serve as head teacher for preschoolers. Beautifully organized school with pleasant surroundings. Send resume or contact: Florence Foster Montessori 555 W. 115th St., Chicago, IL 60628, (312) 995-1174. Transportation, boarding and salary negotiable.

Montessori teacher: (2-6) for a well-established Catholic Montessori school. Starting Sept., 1981. Dedicated and enthusiastic individual sought. Excellent benefits. Full day session. Contact: St. Anthony's Montessori School, 672 Passaic Ave., Kearny, N.J. 07032, tel. M-F, 9 a.m.-2:30 p.m. (201) 997-3220-21.

Montessori teacher: (6-9), for Sept., 1981 to teach well-established 6-9 class. Base salary: $12,000.00, increments in accordance to degrees held. Fringe benefits include board paid pension, health insurance, teacher travel fund for nationwide conferences, and personal and professional leave. Send resume promptly to: Lawrie Kimbrough, Montessori School of Denver, 1460 S. Holly, Denver, CO 80222 or call (303) 756-9441.

Montessori teacher: (6-9), full-day, new classroom in well-established school. Salary depends on experience. Send resume to: Marty Armbruster, Montessori Academy, 1188 Wunderlich Drive, San Jose, CA 95129, (408) 255-4710.

Montessori teacher/administrator: (2-6) & (6-9), experience required. Bright, well-equipped prepared environment, per design. Contact: President, Montessori Child Development Center, 15207 Los Robles Ave., Hacienda Hgts., CA 91745 (213) 968-8207.

Montessori teachers: (2½-6) & (5-8) Beginning Summer, '81. Double session, single session or single session and extended day. (5-8) transition class needs full time teacher. Elementary training preferred but will sponsor possible candidate in Montessori elementary training course. School located 20 miles north of Houston. Contact: Mark Starford, Director, Pines Montessori School, 3059 Woodland Hills Dr., Kingwood, TX 77339, (713) 358-8933.

Position Desired: Experienced Montessori teacher desires full-time position in toddler, 3-6 or day care classes. AMS certified. M.S. in Early Childhood Education with special education endorsement. Contact: Deinya Maichen, P.O. Box 298, Billings, MT 59101, (406) 259-3759. Available July 1, 1981.

IMS/San Francisco

Cont'd. from page 1, col. 2

Since certain independent study assignments and classroom observations must be completed prior to the summer materials workshop, applications and enrollment must be completed promptly. Admission requirements include at least 60 semester hours of college level work, with Bachelor's degree preferred. Enrollment is limited and applications will be accepted in order of receipt. To obtain an application and course catalog, contact: IMS, P.O. Box 4338, Washington, D.C. 20012.

Spring, 1981

Montessori Teacher Training Program

featuring...

independent study
classroom instruction
internship
IMS certification

Now Accepting Applications

For enrollment application and course catalog, contact:

International Montessori Society
P.O. Box 4338
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Vol. II, No. 5 May 1981

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Making Money

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Court Ruling Favors Montessori

A recent Federal District Court case, *Milwaukee Montessori School et. al. vs. Donald Percy, Secretary of the Wisconsin Department of Health and Social Services, et. al.* (473 F Supp 1358, Aug. 15, 1979) held that regulation of a Montessori school in Wisconsin was an unconstitutional denial of equal protection. Accordingly, the Court permanently enjoined the Wisconsin Department of Health and Social Services from enforcing the state's day care regulations against the school.

Basis for the court's ruling was that there was no rational basis for the distinction created by the statute between private parochial schools and other private schools. The Wisconsin statute in question provided for an exemption from regulation for "public and parochial" schools. The Court held that private non-sectarian schools, such as the Milwaukee Montessori School, must also be exempted on the same basis as public and parochial schools.

Cont'd. page 3, col. 1

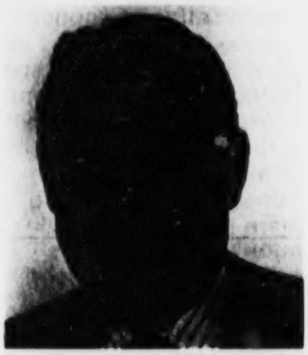
IMS Publishes Membership Directory

The Spring 1981 directory of IMS Montessori schools, listing all such school members in good standing as of May 1, 1981, is now due for publication. This directory will include useful information about each school and serve as an important means to enhance communication and participation throughout the Montessori community.

In addition, the directory will enable IMS to effectively respond

Cont'd. page 3, col. 3

PS 026650



Dr. R. Orin Cornett, new IMS board Member.

New IMS Board Member Appointed

The IMS Advisory Board will now include the participation of **Dr. R. Orin Cornett,** distinguished research professor at Gallaudet College (Washington, D.C.).

Dr. Cornett is particularly recognized for his creation of "Cued Speech", a method of visual communication for the deaf which employs hand signs in combination with the lips to enable visible representation of spoken language. *Cued Speech* is a significant contribution of great potential value in Montessori education (*Observer*, Vol. II, No. 2, Feb. 1981).

Dr. Cornett's unique background, which includes a Ph.D. in Physics from the University of Texas, has been employed widely in the field of education. His positions include Director of the Division of Higher Education at the U.S. Office of Education and Vice-President of long-range planning at Gallaudet College. Presently, Dr. Cornett is Director of the Office of Cued Speech at Gallaudet College where he directs all research and program development regarding Cued Speech.

IMS is honored to include Dr. Cornett on the Advisory Board and to acknowledge the relationship of his work with Montessori education.

Regulations Review

Government regulation represents a significant current barrier to Montessori education. The following comments summarize notable events and developments in this area.

United States

FIDCR Update

PL 96-499, the Omnibus Reconciliation Act of 1980 (passed Dec. 5, 1980), provides that the proposed federal day care regulations (FIDCR) which affect Title XX and other similar public day care funding, "shall be inapplicable to child day care services provided after June 30, 1980 and prior to July 1, 1981 which meet applicable standards of State and local law". This Act also provides for the Secretary of HHS to provide a summary report of a systematic assessment of current practices in day care programs funded under Title XX not later than June 1, 1981.

IMS is informed that many state day care agencies support a continuation of the inapplicability of FIDCR, which would favor implementation of state day care regulations over FIDCR in the future.

California

Jack Hailey, Executive Secretary of the Governor's Committee on Child Development Programs, reports that the State Department of Education will soon issue draft regulations governing staff-child ratios in state-subsidized childcare programs. Two public hearings will occur regarding the draft regulations, then final regulations are due for promulgation by June 30, 1981.

Cont'd. page 3, col. 2

MAKING MONEY

Making money is a central aspect of the final stage of Montessori education at the secondary 12-18 age level during which time the adolescent's path to independence focuses primarily on mastery of the environment through the attainment of economic independence in society. The adolescent ultimately confronts the opportunity to master the conditions of scarcity within which adult society traditionally has functioned.

Conditions of Scarcity

Adult society traditionally has been dominated by conditions of scarcity as reflected by massive hunger, poverty, unemployment, crime, repression, fear and violence. Although these conditions seem to invalidate and deter any possibility of genuine economic independence, effective engagement with such conditions is possible through realization of the individual's unique creative intention which is independent of all circumstances.

Created Reality

Mastery of the environment requires a recognition that conditions of scarcity represent a reality created in the past from within the individual. This created reality appears to persist through continued untruthful communication with regard to the source and cause of such reality. An individual can achieve independence and mastery of reality and the environment through realizing and expressing his creative abilities.

Money in Education

Making money in education is the process of realizing mastery of the environment through the completion of a full cycle of created reality; nothing - interest - idea - work - acknowledgement. Receiving money is the final acknowledgement of successful completion of a self-generated, creative effort which has contributed tangible value to others.

Money in Montessori

Montessori schools which operate within conditions of scarcity cannot fully realize their responsibility and opportunity with respect to communication of economic independence to children. Inadequate, low teacher salaries, special fundraising efforts and economic resources from outside normal school functioning, and leaving of experienced teachers from the field for greater economic gain elsewhere reflect an inadequate realization of economic independence within Montessori education.

Appropriate Adaptation

An effective Montessori school realizes its full economic independence through an appropriate adaptation to its circumstances through truthful communication whose aim is financial satisfaction for all parties associated with the school. In this regard, Montessori schools have an opportunity to confront inadequate financial operation through truthful communication among parents, teachers, students, and administrators with respect to salaries, budget and tuition. Effective engagement with detrimental financial conditions acknowledges that reality is created from within the individual and subject to the individual's creative intention. Such confrontation creates a new condition of abundance within which effective school operation is now possible.

Large Opportunities

The magnitude of the detrimental conditions facing an individual measures the size of the opportunity to realize the ability to master such circumstances. Ability to master such conditions in teachers, parents and administrators can be realized and effectively communicated to children. Notably, this communication is vital to the 12-18 year old adolescent seeking complete economic independence and mastery of the environment through the process of making money.

IMS Montessori School Membership

Benefits include:

- discount on publications and materials
- eligibility for group medical plan
- listing in IMS school directory

Apply by July 1, 1981 and receive the following items **FREE** upon request

- ***Montessori bumper sticker***
- ***Back issue(s) of Observer***
- ***Copy of IMS Spring 1981 School Directory***

For application and membership criteria, contact:

IMS, P.O. Box 4338
Washington, D.C. 20012

Look for the
September Observer
featuring
Creating a Montessori School

The Montessori Observer

published by

INTERNATIONAL MONTESSORI SOCIETY
P.O. Box 4338
Washington, D.C. 20012
(301) 589-1127

Lee Havis, Executive Director

The Montessori Observer is mailed eight times each year to Montessori schools in North America and IMS members throughout the world. The *Observer* is sent during the following months: Jan., Feb., March, April, May, Sept., Oct., and Nov. The purpose of this publication is to provide news and information about the development of Montessori education to extend awareness of Montessori principles and promote harmony within the Montessori community.

INTERNATIONAL MONTESSORI SOCIETY

The International Montessori Society is sponsored by Educational Services, Inc., a non-profit corporation organized in Maryland, U.S.A. The purpose of IMS is to support the effective application of Montessori principles throughout the world.

SUBSCRIPTION

The *Montessori Observer* is provided at no cost to Montessori schools in North America. Subscription to this publication may be obtained by requesting IMS membership which is open to all individuals for a $15 yearly fee. Complete the membership application form to obtain an individual subscription and other benefits of IMS membership.

ADVERTISING

Advertising space is available for services and products relating to Montessori education. Marketplace ads are $7/line. Position and Placement ads are $10 each and will be set and edited by us to conform to space requirements. Write for our advertising outline for rates and other information about design advertising.

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BEST COPY AVAILABLE

Marketplace

IMS School Directory—listing IMS Montessori school members with information about each school. To obtain copy, send $5.00 with request to IMS.

Outdoor Activity Equipment Backyard BigToys®—attractive, natural-looking equipment featuring sturdy construction of round logs in combination with simple coordinated component system. 10% discount to IMS school members. Contact IMS for further details and order form.

Advertise in Observer: Place ad here for sales, offers to buy, services and products relating to Montessori education. *Marketplace* ads are $7/line. *Position and Placement* ads are $10 each. Observer reaches Montessori schools in all states, Canada and Mexico and IMS members throughout the world. Send ad request now to reserve space in September issue.

Court Ruling

Cont'd. from page 1, col. 1

The Wisconsin case may provide an important basis for effective legal confrontation of statutes and regulations in other jurisdictions with circumstances similar to the state of Wisconsin. In this regard, IMS will prepare a memorandum of law and provide further appropriate information to support efforts of local Montessori schools in the process of confronting inappropriate regulation.

IMS Life Membership Offered Now

IMS now offers a life membership for individuals to enable uninterrupted delivery of the Observer and other individual membership benefits in the future. Any individual may participate in this program for a single one-time fee of $100.

This new IMS offer provides full benefits of individual membership for the life of the individual or IMS. To apply, send fee and request to IMS, P.O. Box 4338, Washington, D.C. 20012.

Regulations Review

Cont'd. from page 1, col. 3

To receive a copy of the draft regulations, contact: **Ms. Frances Walker**, Director, Office of Child Development, 1500 5th St., 3rd Floor, Sacramento, CA 95814.

Michigan

The *MMS NEWSLETTER* reports that beginning in January 1981, Montessori centers must be inspected by approved fire safety inspectors and the cost of such inspection must be paid by the centers. Fees may range from $25-$200. For assistance, contact: **Virgil Carrier**, Department of Social Services (517) 373-6681.

John Dempsey, Director of the Department of Social Services, reports that the position of the Division of Child Day Care Licensing is that the inapplicability period for enforcement of FIDCR should be extended so that state standards would apply versus any new federal requirements.

Washington

Leila Todorovich, Director, Bureau of Children's Services, reports that the Children's Services Advisory Committee has established a Task Force which is currently reviewing licensing requirements for day care providers. For input into this review, contact: Barry Fibel, Licensing Manager, MS OB-41, Olympia, WA 98504.

Illinois

IMS requested the specific cooperation of other prominent Montessori organizations to join with IMS in opposing pending legislation in the state which might preclude any waiver from inappropriate regulation of Montessori schools.

IMS asserts that joint opposition to the detrimental revision of the Child Care Act is a unique opportunity for Montessori organizations to work together cooperatively in the interests of the entire Montessori community. Please direct appropriate comments to other Montessori organizations with regard to support for collaborative action on behalf of Montessori education in Illinois.

Maryland

Governor **Harry Hughes** recently expressed his position contrary to a waiver provision in the federal day care regulations noting "fundamental differences between our office and IMS". However, the Governor has agreed to a meeting between IMS and a member of his staff to discuss the matter further.

IMS is supporting a bill to be filed by Maryland state delegate **Stewart Bainum** and state senator **Victor Crawford** to permit the operation of postsecondary institutions, such as a Montessori teacher training program, under an exemption from the normal requirement of a "certificate of approval" from the State Board for Higher Education. The bill would provide for submittal of a detailed report of operations by the institution rather than the more restrictive curriculum and program evaluation and approval procedures currently practiced.

IMS Publishes Membership

Cont'd. from page 1, col. 1

to inquiries from the general public concerning location and information about Montessori schools. In this regard, the directory will identify those schools acknowledged for their commitment to the effective application of Montessori principles as specified in the IMS Montessori school membership criteria.

IMS supports the participation of qualified Montessori schools in its special membership program. Application and complete membership criteria will be sent upon request. A Fall 1981 directory will include all IMS Montessori school members in good standing as of Nov. 1, 1981.

The current directory is available to the general public for $5.00. Send prepaid amount with request to IMS. Montessori school members may obtain a copy of the directory free upon request.

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Complete and submit the Reader Response Form

The Montessori
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Address correction requested

Vol. II, No. 5 May 1981
Making Money

Positions & Placements

Montessori teacher: (2½-6), BA and Montessori certification required. Fall 1981 school year. Well-equipped classroom. Parent-run school. Good salary and benefits. Send resume to C. Turkus, 11414 High Hay, Columbia, MD 21044, or call 301-992-4185 or 301-596-4095.

Montessori teacher: (6-7), Fall 1981. Pleasant suburban school. Class of approx. 22 students. 3-6 or 6-9 certification or trainee for 6-9 with previous teaching experience. Send resume to Little Red Schoolhouse, 611 Westbury Square, Houston, TX 77035.

Montessori teacher: (6-9), full-day, new classroom. Well-established school. Salary depends on experience. Send resume to: Marty Armbruster, Montessori Academy, 1188 Wunderlich Dr., San Jose, CA 95129 (408) 255-4710.

Montessori teacher: (2-6), starting Sept. 1981. Salary negotiable, commensurate with educational background and experience. Please state your requirement. Send resume to Ms. V. Hammon, Kamuela Montessori, P.O. Box 1604, Kamuela, HI 96743.

Montessori teacher: (2½-6), half-day, extended, full-day. New Montessori-designed building on 1 acre of land. Fully equipped with Montessori equipment. Eldon is 12 miles from Lake of the Ozarks and 30 miles from Jefferson City. Teacher aides are employed. Salary comparable to Eldon public school system. Contact: Eldon Montessori Society, Inc., Rt. 1, Box 361, Eldon, MO 65026.

Montessori teacher: (3-6), fully certified. Well-established privately-owned school. Send resume to Josephine Wright, Montessori School, 1125 Cherokee Rd., Florence, SC 29501.

Montessori teacher: (6-10), starting summer or fall. Growth possibility. Salary negotiable. Fully equipped classroom in well-established school. Contact: Jim or Shannon Turner, Montessori School of San Diego, 1323 W. Spruce St., South Mission Hills, San Diego, CA 92103 (714) 295-7591.

Montessori teacher: (6-12) Well-established school, to start Fall, '81. Send resume to: Montessori World, Verdugo School, 4475 Eagle Rock Blvd., Los Angeles, CA 90041.

Montessori teacher/administrator: (3-6) to start fall, 1981. Well-established school looking to expand to full-day program. Exciting opportunity for experienced teacher in growing community of Billings, MT. Send resume promptly to: Brian Grainger, Board Chairman, 1109 N. 32, Billings, MT 59101 (406) 248-2078.

Montessori teachers: (3-6), Toddler to start fall, 1981. School established in 1966. School is AMS accredited and has five classrooms in four locations west of downtown Cleveland. Contact: Westshore Montessori Association, Staff Recruitment Chairman, 21240 Detroit Rd., Rocky River, OH 44116.

Sponsorship: The Rochester Montessori School wants to sponsor an AMI primary trained person to take the junior program at the Washington Montessori Institute for the school year 1981-82. Please write or call: Mrs. Helen Brooks, 2324 4th Ave., N.W., Rochester, MN 55901 (507) 282-1957.

Position Desired: Experienced Montessori teacher desires full-time position in toddler, 3-6 or day care classes. AMS certified. M.S. in Early Childhood Education with special education endorsement. Contact: Delnya Maichen, P.O. Box 298, Billings, MT 59101, (406) 259-3759. Available July 1, 1981.

Cosmic Connections...

IMS seeks to maintain communication with Montessori organizations through regular exchange of newsletter, publications and other information. The following Montessori organizations are particularly acknowledged for their regular and supportive participation and communication with IMS.

Chesapeake Montessori Society
c/o Linda Barnes
4740 Connecticut Ave. N.W.
Washington, D.C. 20008

Maine Montessori Association
c/o Ramona Kruk
FRD #2, Box 379
Bangor, ME 04401

Montessori Assoc. of New England (MANE)
c/o Salem Montessori School
4 Holly St.
Salem, MA 01970

Montessori Teachers Association of Pennsylvania (MTA-PA)
c/o Greene Towne School
2013 Appletree St.
Philadelphia, PA 19103

Michigan Montessori Society
MMS NEWSLETTER
c/o Northville Montessori School
501 West Main St.
Northville, MI 48167

New Plymouth Montessori Association
P.O. Box 392
New Plymouth, New Zealand

New South Wales Montessori Association
G.P.O. Box 2400
Sydney, 2001 Australia

All Montessori organizations are invited to establish regular communication with IMS through exchange of newsletters and other information. Such communication acknowledges a mutual relationship and support with regard to Montessori principles.

Vol. II, No. 6
Sept. 1981

The Montessori
OBSERVER

Creating a Montessori School

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Participate in the New Education

IMS membership programs enable participation of individuals and schools with the creation of the *new education*. The three basic programs offer a variety of benefits and opportunities to participate.

Individual Membership

Individuals are invited to participate with IMS in the creation of the "new education" through the IMS individual membership program. Benefits include:

- **One year, eight issue subscription to the Montessori Observer**
- **20% discount on Montessori publications**
- **Membership card**
- **IMS program and activity information**
- **Listing in Fall, 1981 IMS membership directory**

To apply, send name and address with $15.00 membership fee to IMS.

Montessori Schools

The IMS Montessori school membership program is established to enable Montessori schools to participate more actively in the world-wide Montessori community and to provide a public demonstration of the school's commitment to Montessori principles. Benefits include:

- **One-year, eight issue subscription to Montessori Observer**
- **20% discount on Montessori publications**
- **Certificate of membership**
- **IMS program and activity information**
- **Coordination with IMS teacher training programs**
- **Eligibility for group medical and dental insurance**
- **10% discount on special school materials**
- **Listing in IMS Montessori School Directory**

Cont'd. page 4, col. 2

Free Materials for Teachers

TIMAR (Teachers' Inventory of Materials and Resources) offers a unique resource guide for teachers which lists over 300 items available free in quantity for classroom use. This TIMAR guide, entitled ***Master List of Free Materials in Quantity***, includes also a supplemental listing of materials available in single copies only.

The ***Master List*** is an extensive compilation of educational and informative materials provided by government agencies and education and public relations departments of U.S. companies. Many of such materials may be useful in Montessori elementary classrooms where a wide

Cont'd. page 3, col. 2

Montessori Threatened in New Zealand

Rosalie Hay, IMS member and Montessori educator in New Zealand, reports that new government regulations could be established to adversely affect Montessori education in that country. Included among the new regulations proposed in a report by the Advisory Committee on Child Care Centers, are restrictive staff-child ratios, potentially inappropriate staff training requirements and a limitation of 40 children per facility.

The New Plymouth Montessori Association, with which Ms. Hay is associated, has advised New Zealand Montessori schools of the potential threat posed by any such new regulations. Ms. Hay noted "...it is much harder to change the law AFTER it is passed than before..."

Montessori School
Membership Directory

Volume I, No. 1
Spring 1981

Spring, 1981 Directory listing 62 IMS Montessori school members

New IMS Directory

The new *IMS Membership Directory*, due for publication in November, 1981, will provide a complete listing of all IMS members in good standing, as of November 1, 1981. This new directory extends the current *IMS Montessori School Membership Directory* (Spring, 1981) to include all classes of membership; Montessori schools, associated schools, and individuals.

The current IMS directory, published in Spring, 1981, lists sixty-two (62) IMS Montessori school members in 27 states and Canada. IMS employs this directory to respond to inquiries from the general public and government agencies regarding Montessori schools. School information provided includes name, address, telephone, administrator and other program features such as enrollment and age level.

The new Fall, 1981 *IMS Membership Directory* will maintain a separate section for each of the three membership classes. This more complete listing will extend the usefulness of the directory to further enhance communication and participation throughout the Montessori education community.

Cont'd. page 4, col. 1

PS 026650

Creating a Montessori School

The beginning of the new school year is a unique opportunity to directly confront the dynamics of creating a "Montessori" school. Such a school is not found inherently in its facilities, certification of teachers, proper equipment, or name identification. Rather, the fundamental essence of a "Montessori" school is intangible—a commitment to Montessori principles. Without such a commitment, the school is fundamentally inadequate and ineffective—form without substance.

A Created Construction

The construction of a "Montessori" school is the development of a commitment to Montessori principles, arising from a commitment created within a single individual—spontaneously, here, now, from nothing. Such a created construction is completely independent of external circumstances and conditions, such as money, other people and facilities. A commitment to Montessori principles, created within an individual, expresses itself outward from the individual in a natural process of confrontation with circumstances and conditions which deter its spontaneous development. Each deterring circumstance is not inherently a burdensome problem but rather an opportunity to realize the powerful outward effect of a created reality within.

Normalizing Process

Creating a Montessori school is essentially the same creative process with which a teacher is engaged during the normalization process in the classroom with children. This engagement is creative in that such process *allows* the child's true nature to spontaneously reveal itself. The teacher's commitment to Montessori principles establishes the necessary psychic environment around the child.

Likewise, an effective school environment, committed to Montessori principles, *allows* the various components of the school (teacher, staff, students, facilities, parents) to function together harmoniously. However, confrontation and engagement with the detrimental aspects of such functioning is essential and necessary to the development of the school.

Confrontation Inevitable

Confrontation in creating a "Montessori" school inevitably involves choosing between a commitment to the "form" of a school (facilities, students, equipment, name, institution) and a commitment to its substantial essence (the effective application of Montessori principles). Such confrontation normally involves resentment, fear and anger which can readily emerge in the resolution of pertinent issues such as loss of employment, losing/terminating a teacher, and license approval/rejection.

IMS Support

Responsible communication and participation regarding Montessori principles is a vital support for successful confrontation with detrimental conditions in the functioning of the school. In this regard, IMS is committed to providing opportunities for such effective communication and participation. Notably, IMS expresses its support for the creation of effective Montessori schools through its intention to provide teacher training programs to communicate a commitment to Montessori principles.

A Single Individual

However, creating a "Montessori" school is not dependent on the availability of effectively trained Montessori teachers. A Montessori school can be created by any individual; teacher, staff, management or parent. The only essential quality of such individual is a commitment to Montessori principles. Such commitment within a single individual naturally expresses itself to other adults

Cont'd. page 3, col. 1

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- 8 issues of the *Montessori Observer*
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- IMS program information
- Listing in Fall, 1981 Directory
- Membership card

***BONUS**

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October Observer
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Legal Issues

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(301) 589 1127

Lee Havis, Executive Director

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INTERNATIONAL MONTESSORI SOCIETY

The International Montessori Society is sponsored by Educational Services, Inc., a non-profit corporation organized in Maryland, U.S.A. The purpose of IMS is to support the effective application of Montessori principles throughout the world.

IMS ADVISORY BOARD

Elizabeth Hainstock, Educator, Author
Romalda Spalding, Reading Specialist
Dr. Arthur Janov, Psychologist
Dr. R. Orin Cornett, Research Professor

SUBSCRIPTION

The *Montessori Observer* is provided at no cost to Montessori schools in North America. Subscription to this publication may be obtained by requesting IMS membership which is open to all individuals for a $15 yearly fee. Complete the membership application form to obtain an individual subscription and other benefits of IMS membership.

ADVERTISING

Advertising space is available for services and products relating to Montessori education. Marketplace ads are $7/line. Position and Placement ads are $10 each and will be set and edited by us to conform to space requirements. Write for our advertising outline for rates and other information about design advertising.

1981, International Montessori Society

BEST COPY AVAILABLE

Marketplace

New Orleans Area: Beautiful and *fully* equipped Montessori primary school for sale. Full enrollment and waiting list. Write Mr. Brostelli, 427 Bourbon St., New Orleans, LA 70103.

"Montessori" bumper stickers. Order from IMS. $1 each. $0.60 each for quantities over 10. One free to IMS members.

IMS School Directory—listing IMS Montessori school members with information about each school. To obtain copy, send $5.00 with request to IMS.

Outdoor Activity Equipment *Backyard BigToys*®—attractive, natural-looking equipment featuring sturdy construction of round logs in combination with simple coordinated component system. 10% discount to IMS school members. Contact IMS for further details and order form.

Advertise in Observer: Place ad here for sales, offers to buy, services and products relating to Montessori education. *Marketplace* ads are $7/line. *Position and Placement* ads are $10 each. *Observer* reaches Montessori schools in all states, Canada and Mexico and IMS members throughout the world. Send ad request now to reserve space in October issue.

Creating a Montessori School

Cont'd. from page 2, col. 2

in contact with the school through participation with such individual.

Government and Society

Beyond the school itself, the commitment of an individual naturally creates the *new education* by confronting issues in government, law and society. IMS recognizes its role in such a creative effort through support for the establishment and effective operation of state-wide Montessori organizations and other similar support services. However, within the larger issues of government and society, creating a Montessori school is a foremost contribution to realization of the *new education*.

Free Materials

Cont'd. from page 1, col. 1

variety of subject matter resources is particularly needed. Included on the list are travel posters, kits, wall charts, stamps of the world and history and science books for children on a wide variety of subjects.

The cost of the *Master List* is $7.95 plus $1 postage and handling. To order, contact: TIMAR Products Company, P.O. Box 68, Centuck Station, Yonkers, NY 10710.

"Master List" noted for information of readers only. IMS does not necessarily endorse such list or materials available therefrom.

Legal Briefs

Educational Freedom: *A Fundamental Right*

Private Montessori schools, confronted by repressive governmental regulations, have a friend in the U.S. Constitution—the First Amendment. In recent court cases, notably since the Supreme Court decision in *Griswold v. Connecticut*, 381 U.S. 479 (1964), increasing concern is being expressed for the protection of the rights of parents and teachers in education, free from state interference and control. In *Griswold*, the Supreme Court clearly established educational freedom within the bounds of the First Amendment.

> *"...the right to educate one's children as one chooses is made applicable to the states by the force of the First and Fourteenth Amendments...In other words, the state may not, consistent with the spirit of the First Amendment, contract the spectrum of available knowledge. The right of freedom of speech and press includes ...freedom to teach..."*
>
> ***Griswold**, p. 482*

Since courts normally consider rights encompassed within the First Amendment as "fundamental," state regulation and control of educational freedom is examined more closely than usual. States may even be required to show a *compelling state interest* to justify the abridgement of such fundamental rights.

Note: IMS has prepared a legal memorandum regarding rights of private schools and will provide such document to IMS members free on request.

Book Review

A Book About Anna

Pub. Parent Child Press (Altoona, PA), 1981

by Aline Wolf

A Book About Anna is a book about all young children—for parents, particularly. The reader can readily gain insight into the nature of the young child by following 2½ year old Anna during a single day of her "ordinary" activities around the home.

Anna is the latest in a series of publications by Aline Wolf intended to extend and enhance communication between the parent and the child. Such publications, which include *A Parent's Guide to the Montessori Classroom*, reveal Ms. Wolf's unique ability to communicate Montessori principles to parents in a simple, concise manner.

Ms. Wolf has created in *Anna* a story whose direct, concise text joins with the ample photographs provided to communicate equally well to parents as to children. A section in the back of the book entitled "An Afterword for Parents" uniquely highlights underlying notions of the young child revealed in Anna's experiences. Such notions readily relate to Montessori education: e.g., concentration, coordination, independence, and recognizing differences.

Anna also contains a brief discussion of Dr. Montessori and additional references and ideas for further study. Ms. Wolf in *Anna* shows the reader how the most simple everyday experiences in the life of a young child profoundly affect fundamental human development—a powerful message and a significant contribution to the work of extending Montessori principles beyond the classroom into the home and society.

A Book About Anna is available from IMS. Price: $5.95, soft cover, 56 pages.

The Montessori
OBSERVER
912 Thayer Ave., Silver Spring, MD 20910

Address correction requested

Vol. II, No. 6 Sept. 1981

Creating a Montessori School

Positions & Placements

Montessori teachers: (2-6). Two certified Montessori teachers for school established in 1970 in completely equipped, established classes in suburban Westchester County. Salary negotiable, commensurate with educational background and experience. Contact: Janine Flynn, Montessori Children's Room, P.O. Box 68, Armonk, NY 10504 (914) 273-3291.

Montessori teacher(s): (2-6) teacher for second class in Fall, 1981. (6-12) teacher to launch new elementary class. Send resume to Stepping Stones Montessori, 552 Terry Parkway, Grenta, LA 70053.

Montessori teacher: (3-5). To begin January 4, 1982. Full day. Bachelor's degree and Montessori certification required. Salary commensurate with experience. Send resume and salary requirements to: Bonnie Dorsey, Chairman, Search Committee, Montessori Society of Westminster, Inc., P.O. Box 864, Westminster, MD 21157 (301) 848-0755.

Montessori teacher: (2-6) Head Start Montessori Program. Salary range: $20,000-$25,000 based on experience. Send resume to: Early Learning Center, 3823 Spring Garden St., Philadelphia, PA 19104 (215) 387-6226.

New IMS Directory

Cont'd. from page 1, col. 3

The *IMS Montessori School Membership Directory* (Spring, 1981) can be obtained by request to IMS for $5.00 prepaid. Orders for the Fall, 1981 directory will be accepted in October. Montessori school members may obtain a copy of the Spring or Fall directory free upon request.

Participate

Cont'd. from page 1, col. 2

IMS Montessori school membership is limited to programs applying Montessori principles as specified by the established IMS Montessori school membership criteria. Membership fee is $45.00 per year. Contact IMS to obtain membership application and criteria.

Associate School Membership

Any program, center, school or other organization serving children is eligible to participate in the IMS associate school membership program. The purpose of this program is to extend awareness and application of Montessori principles beyond the Montessori school community to include the entire field of education. Benefits include:

- **One-year, eight issue subscription to the Montessori Observer**
- **20% discount on Montessori publications**
- **Membership card**
- **IMS program and activity information**
- **Eligibility for group medical and dental insurance**
- **10% discount on special school materials**
- **Listing in Fall, 1981 IMS membership directory**

***BONUS! FREE "Montessori" bumper sticker with any membership.**

IMS Montessori School Membership

Benefits include:

- discount on publications and materials
- eligibility for group medical plan
- listing in IMS school directory

Apply by Oct. 1, 1981 and receive the following items **FREE** upon request:

- ***Montessori bumper sticker***
- ***Back issue(s) of Observer***
- ***Copy of IMS Spring 1981 School Directory***

For application and membership criteria, contact:
IMS, 912 Thayer Ave.
Silver Spring, Md. 20910

New IMS Mailing Address

New postal regulations will soon prohibit use of the regular IMS Washington, D.C. mailing address: "P.O. Box 4338, Washington, D.C. 20012". Therefore, the IMS office address in Silver Spring, MD (a Washington, D.C. suburb) will now also serve as the IMS mailing address: "912 Thayer Ave., Silver Spring, MD 20910".

Although mail will continue to be received normally at the old Washington, D.C. postal box for a period of about one year, IMS requests that the Silver Spring mailing address be used whenever possible in future correspondence.

Vol. II, No. 7

Oct. 1981

IMS

The Montessori

OBSERVER

Legal Issues

Published by the International Montessori Society • 912 Thayer Ave. • Silver Spring, Md. 20910 • Phone (301) 593-1127

IMS Files Law Suit in United States District Court

On Sept. 28, 1981, IMS filed suit in United States Federal District Court in Baltimore, MD to injoin the Maryland State Board for Higher Education, the Maryland State Board of Education and twelve state officials from enforcing certain state laws against certain private schools in Maryland. IMS asserts in the suit that the defendants, in effect, have employed certain state laws to prohibit and otherwise restrict the operation of certain private schools in the state.

Notably, the complaint alleges violation of the constitutional rights of IMS arising from the action of the Maryland State Board for Higher Education which on July 2, 1981 voted to deny issuance of a certificate of approval to IMS to enable operation of its Montessori teacher training program in Maryland. Since such certificate of approval is required under Maryland law, IMS is, in effect, prohibited from operating its teacher training program by such action.

The Maryland State Board for Higher Education denial action was premised on an unfavorable curriculum evaluation conducted by the State Board staff. In essence, the staff refused to approve the IMS program because the curriculum failed to meet the "present prevailing standards of quality for a Teacher Training Program".

However, IMS claims that the laws under which the Maryland State Board for Higher Education asserts its power to regulate private postsecondary educational institutions, such as the IMS training program, are unconstitutional, in violation of the First and Fourteenth Amendments. The complaint alleges that the pertinent laws are vague, indefinite and overbroad since no pertinent "educational qualifications and standards" are defined or identified in such laws. IMS further asserts in the complaint that the distinctively creative approach of the IMS curriculum cannot be effectively or fairly measured by traditional teacher training standards since traditional training programs are generally oriented towards "conveying subject matter" rather than "communicating a commitment".

The constitutionality of the Maryland education laws affecting private Montessori schools in Maryland is also challenged. The complaint asserts that the State Board of Education, in requiring certain training requirements for Montessori teachers in the state, is an unconstitutional imposition on the IMS teacher training program which, in effect, restricts and inhibits certain individuals from enrolling and participating in the IMS course.

Cont'd. page 4, col. 2

FTC Threatens Private Education

The **Federal Trade Commission (FTC)** recently proposed new regulations which threaten to impose severe restrictions on private postsecondary education. Since these regulations are aimed at private vocational education courses, Montessori teacher training programs would normally be included within such requirements.

The regulations, 16 CFR Part 438, published in ***Federal Register,*** Vo. 46, No. 132, July 10, 1981, would impose a broad range of interference on private education, including a 14-day enrollment cancellation period, restrictive tuition refund procedures and numerous

Cont'd. page 4, col. 2

IMS Measures Progress

IMS recently completed its annual status report for the one-year period ending Aug. 31, 1981. Notably, IMS membership has expanded significantly during this period with the following active membership status reported as of Aug. 31, 1981:

399	Individual members
60	IMS Associate School members
67	IMS Montessori School members

IMS records individual members located in eight (8) countries: United States, Canada, Mexico, Holland, Australia, New Zealand, Philippines and Republic of China. All school members are located in the United States, Canada and Australia.

Cont'd. page 4, col. 3

Fall, 1981 Membership Directory Due November

The new IMS **Fall, 1981 Membership Directory** is due for publication in Nov., 1981. All members in good standing as of Nov. 1, 1981 will be included.

The directory will contain three separate sections denoting the three membership categories: individual, IMS Associate School and IMS Montessori School. The purpose of this publication is to enhance communication and participation throughout the Montessori community and to enable IMS to provide such information to the general public and other interested parties.

Copies of the new directory are provided to IMS Montessori school members at no cost with membership. Others may obtain a copy for $5.00 each.

Child Care Bill Passed in Illinois

Nancy Silvers, Assistant to the Governor of Illinois for Human Services, recently informed IMS that the final version of the amendments to the "Child Care Act of 1969" has now been passed into law. The potential threat of such legislation as affecting Montessori education in the state was discussed in the April/1981 issue of the *Observer*.

Ms. Silvers reported that Montessori schools now "will be able to apply for registration and recognition by the Illinois State Board of Education. If a Montessori school (including those serving children between the ages of two years to six years of age) completes the application process for registration and recognition, and is subsequently recognized, it is not necessary for these facilities to be licensed by the Illinois Department of Children and Family Services".

Registration and recognition procedures with the State Board of Education include certain curriculum requirements and an on-site evaluation to determine compliance with such requirements. The on-site evaluation is normally conducted by a team composed of a representative from the Illinois Office of Education, the Office of the Regional Superintendent of Schools, a public school and a non-public school.

Cont'd. page 4, col. 1

PS 026650

Legal Issues

Schools committed to the effective application of Montessori principles inherently confront government regulations which tend to stifle and burden the operation of such Montessori schools. Such inappropriate government regulation challenges private Montessori schools to seek recourse beyond the boundaries of the repressive and rigid judgments and considerations normally associated with government day care and private education regulatory agencies.

Liberty

Since a country's laws may protect "liberty" as a higher value than rigid conformance with prevailing traditional educational standards enforced by government regulatory agencies, private Montessori schools may be able to effectively address such government interference by recourse to the law. Thus, *legal issues* are a vital concern of Montessori education and must be engaged to enable the fully effective operation of Montessori schools.

Common Law

Montessori education has most significantly developed in countries which protect the liberty of private parties through a legal system independent of the country's prevailing political structure and operation. The United States and other countries which have evolved from and follow the British system of "common law" generally provide legal interpretation consistent with historical precedence and the principle of reasonableness. Accordingly, legal systems in such "common law" countries have considerable flexibility and independence in the engagement of issues brought before the court.

Human Rights

In "common law" countries, a substantial body of historical precedence has evolved from the *Magna Carta* which assures a significant respect for human rights beyond the authority or control of government. The principles of the *Magna Carta* have developed throughout recent history and are often incorporated into specific written documents; a "Constitution", the supreme authority of a country.

Constitution

Legal systems and governments are normally constrained under the authority of a country's "Constitution". The United States Constitution, written and adopted in the late 1700's stands as a foremost exemplar of such documents. This notable document provides for three co-equal branches of the federal government: Executive, Legislative and Judiciary. The Judicial branch, consisting ultimately of a Supreme Court, has a primary purpose to interpret the Constitution and laws enacted thereto.

Police Power

In the United States, the rights of freedom in private education are subject to the *police power* of the government. Under such *police power*, the law generally allows the government to regulate private schools if there is a manifest present need affecting the public welfare and the regulations are not arbitrary, unreasonable, discriminatory or otherwise oppresive. Resolution of the respective rights of the government and private schools often revolve around the extent to which the government may exercise such *police power* to deny complete freedom of operation in private education.

The First Amendment

The First Amendment to the United States Constitution establishes important criteria upon which the government's *police power* is limited in private education. Notably, the First Amendment protects basic freedoms of expression and communication from abridgement by the federal government. Following the United States Civil War in the 1860's, the Fourteenth Amendment was passed which, in effect, extends application of the First Amendment to state and local governments.

A Fundamental Right

Recent Supreme Court cases in the United States have established that a stricter legal standard must be applied where states attempt to impose their *police power* to abridge certain "fundamental" rights. Notably, freedom of expression and communication under the First Amendment are generally considered "fundamental".

Griswold v. Connecticut

In *Griswold v. Connecticut*, 381 U.S. 479 (1964), the Supreme Court specifically noted rights of private education within the protection of the First Amendment.

> "...the state may not consistent with the spirit of the First Amendment, contract the spectrum of available knowledge..."
>
> ***381 U.S. at 482***

Thus, the state bears a heavy burden to justify any imposition of regulations on private education.

Cont'd. page 3, col. 2

Participate in the New Education

JOIN IMS

Benefits include:

- 8 issues of the *Montessori Observer*
- Montessori publications at discount
- IMS program information
- Listing in Fall, 1981 Directory
- Membership card
- ****BONUS***

☐ **Free** "Montessori" bumper sticker

Complete and submit the Reader Response Form

**Bonus offer guaranteed only while supplies last.*

Look for the
November Observer
featuring
Individual Liberty

The Montessori Observer

published by
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912 Thayer Ave.
Silver Spring, MD 20910
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Lee Havis, Executive Director

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Legal Briefs

Montessori vs. Traditional

Government agencies which impose inappropriate regulations on Montessori education often premise such stifling imposition on the grounds that Montessori education is essentially a "philosophy" encompassed within any conventional approach to child development or general education.

However, legal precedent does exist for the notion that Montessori education is fundamentally distinct from traditional education. Court holdings of distinctiveness of Montessori education can be effectively employed to challenge repressive government interference and inappropriate regulation in the operation of Montessori schools.

In ***Ratnayake v. Mack***, 499 F 2d 1207 (1974), the Eighth Circuit United States Federal Court of Appeals held that a requirement for Montessori teacher certification was not so unreasonable as to allow the Secretary of Labor to disregard such requirement in determining whether to grant labor certification for alien Montessori teachers. The Court found a fundamental distinction between Montessori teacher training and education as compared with traditional education:

> *"In comparing the Montessori method with the more traditional method of education, there are obvious dissimilarities. Since each takes a different approach to education, the training and skills of a teacher for one is not necessarily compatible with those needed and utilized in the other . . ."*
>
> ***499 F 2d at 1211***

Since legal proceedings, such as exception or waiver from burdensome day care regulations, often require a justification for separate treatment of Montessori schools, ***Ratnayake*** can be useful in preparing an effective rationale for such waiver or exception for the pertinent government agency.

NOTE: IMS has prepared a legal memorandum regarding rights of private schools and will provide such document to IMS members free on request.

New IMS Directory

$5.00 ea.

- Lists all IMS members
- Montessori School Information
- Due Nov., 1981

Free with
IMS Montessori School Membership

Legal Issues

Cont'd. from page 2, col. 2

Compelling State Interest

The measure of proof to abridge rights in the operation of private education is generally that of a 'compelling state interest'. In effect, the government must show some special emergency or exceptional need, above and beyond a general public interest, to justify such infringement of fundamental rights in private education.

Engaging Specific Issues

Since regulatory and legal schemes vary in each county and jurisdiction, legal confrontation and strategy need individual treatment and careful planning to assure satisfactory results. Normally, it is advisable for schools to seek an exemption or exception from regulations through existing government administrative agencies and their pertinent appeal or exception procedures.

In seeking such exception, Montessori schools need to properly distinguish and clearly assert the unique educational requirements of Montessori principles adversely affected by application of the particularly burdensome regulation(s). Once a formal, written, official and final denial of exception is made, legal confrontation in the courts may be appropriate.

Practical Considerations

IMS supports appropriate legal confrontation to address inappropriate regulations which adversely affect Montessori education. Since IMS is generally familiar with state regulatory schemes in the United States, specific comments and assistance by IMS may be useful in individual situations. Notably, IMS members can receive upon request at no cost, a "Memorandum of Law" concerning private Montessori schools to clarify basic aspects of pertinent legal issues.

Caution

Since individual legal circumstances vary, IMS advises that the services of a qualified legal practitioner be consulted during the process of legal confrontation.

Announcements

The College of Early Learning will hold a seminar and workshop on Nov. 14-15, 1981 in Columbia, S.C., the theme of which will be *Perfecting the Montessori Method*. For further information contact: **Bety Holcombe, College of Early Learning, P.O. Box 711, Columbia, S.C. 29202, tel (803) 772-3317.**

Book Review

Sea Creatures Do Amazing Things

Pub. Random House, 1981

by Arthur Myers

Sea Creatures is the latest addition to the popular and respected Step-Up Nature Library offered by IMS. Such "Step-Up" series books are written especially for children who have outgrown beginning readers and want to find out about the world around them through informative and lively literature.

Sea Creatures explores astonishing facts and little known information about some 16 weird sea animals, from the giant clam weighing 500 lbs. to the tiny sea animals called "corals" which build islands big enough for people to live on. The young reader can easily become intrigued with the scientific rationale for distinguishing between plants and animals as these basis life forms in the sea are examined.

This carefully researched and strikingly illustrated book clearly describes biological concepts in lively language suitable for the young child. **Sea Creatures,** like the other "Step-Up" Nature series books, provides an excellent resource for the Montessori classroom to stimulate interest in the 6-11 year old child about the world around it.

72 pages, hardcover, illustrated, price: $4.95. Order from IMS.

Notice to IMS Members

Mailing labels for new IMS individual members will now include the expiration date of membership clearly visible on such labels; e.g., "10/82" means membership expires in October, 1982. Therefore, individuals will now be able to renew their own IMS membership without special notice from IMS.

Since renewal procedures in the future will provide only a single expiration notice, individual members must renew their own membership to make sure of continued uninterrupted delivery of the "Observer" and eligibility for other membership benefits.

In addition, renewal for multiple years is permitted at the rate of $15 per year; e.g., $30 per 2-year membership, $45 per 3-year membership, etc. A $100 fee assures a "life" membership.

Legal Issues
Vol. II, No. 7 Oct. 1981

Address correction requested

IMS
The Montessori
OBSERVER
912 Thayer Ave., Silver Spring, MD 20910

Positions & Placements

Montessori Teacher: (2-6) Immediate opening for certified teacher in well-equipped school. Established 1970 in Lake Michigan community. Salary negotiable. Send resume to: Johanna Miller, Montessori School of Michigan City, Inc., N. Karwick Rd., Michigan City, IN 46360.

Child Care Bill

Cont'd. from page 1, col. 3

IMS has noted in communication to Ms. Silvers its concern with respect to the potential for prejudice in such recognition procedure and evaluation which is substantially determined by traditional standards. IMS has indicated its preference for qualification of Montessori schools based on compliance with educational criteria of an appropriate education organization, such as through Montessori school membership in the International Montessori Society.

Although the new legislation appears to enhance the conditions of regulation of Montessori schools in the state, the possibility, if not certainty, for inappropriate regulation appears to remain since the exemption for schools is limited to programs with respect only to children three years of age or older. Apparently, inappropriate day care regulations will persist in force with respect to children ages 2-3. Unless a further exemption or accommodation for programs serving children 2-3 years of age is made in the new day care regulations, many Montessori schools may be forced to bar enrollment of children under three years of age or otherwise be subjected in whole or in part to inappropriate licensing regulations of the Illinois Department of Children and Family Services.

FTC Threatens

Cont'd. from page 1, col. 1

burdensome disclosure requirements. These regulations, requiring excessive and inappropriate record keeping and disclosure, would place a heavy additional burden on school operation and adminstration.

IMS submitted comments to FTC in August, 1981 in opposition to these regulations, specifically requesting exemption for "accredited" courses, such as IMS Montessori teacher training programs. Concurring in the basic IMS position, **William Fowler,** executive director of the National Home Study Council stated: "We applaud your strong, refreshing commentary... Accreditation is the consumer's best bet".

IMS asserts that self-regulatory accreditation through such agencies as the International Montessori Council, provide the most effective means of protecting the public against inadequate and unethical operation of private education programs.

IMS Files Law Suit

Cont'd. from page 1, col. 2

IMS is presently seeking a preliminary injunction to permit enrollment and operation of the teacher training program during the pendency of the case. In addition, monetary and exemplary damages are sought with respect to program approval procedures to which IMS has been subjected since its original application was first submitted in February, 1980.

IMS members may obtain a copy of the complaint and brief in support of the plaintiffs' motion for preliminary injunction from IMS. Send prepaid amount of $5.00 for each document ($10.00 for both) to IMS with request, to cover duplicaton and mailing costs.

IMS Measures Progress

Cont'd. from page 1, col. 2

Further significant development during this one-year period includes the establishment of the International Montessori Council (accrediting agency for Montessori teacher training programs), addition of two new members to the IMS Advisory Board (**Dr. Arthur Janov, Dr. R. Orin Cornett**) and publication of eight issues of the **Montessori Observer, Spring, 1981 IMS Montessori School Membership Directory** and a special Montessori publications and materials newssheet.

History Lesson

—An extract from a medical textbook called **People Skills,** *published by Prentice-Hall.*

It seems that Frederick, emperor of the Holy Roman Empire in the thirteenth century, was keen to know what language was spoken at the birth of mankind. Did Adam and Eve chatter away in Hebrew, Greek or Latin? He ordered an experiment in which the original circumstances would be recreated as closely as possible. A group of infants were to be kept from hearing speech from the moment of birth until they spoke their language. The babies were to be in the care of wet nurses who were commanded to keep completely silent when with the babies. All the conditions of the experiment were successfully maintained. The result, however, was that every one of the babies died.

The conclusion of the textbook is that "lack of communication is often toxic and can be lethal".

From the *Primal Institute Newsletter,* Vol. II, No. II—Reprinted by permission of the Primal Institute Newsletter, Arthur Janov, publisher.

Vol. II, No. 8

Nov. 1981

The Montessori OBSERVER

Individual Liberty

Published by the International Montessori Society • 912 Thayer Ave. • Silver Spring, Md. 20910 • Phone (301) 589-1127

IMS Injunction Opposed in Maryland

IMS presently awaits the scheduling of a hearing before the United States Federal District Court in Baltimore, MD on behalf of the issuance of a preliminary injunction to permit its teacher training program to operate in the state of Maryland. Opposing such injunction, the Attorney General of Maryland has entered his representation of the Maryland State Board for Higher Education and the other thirteen state defendants in the case.

In written response to the IMS motion for injunction, the Attorney General claims on behalf of the state defendants that the burden required for the issuance of a preliminary injunction has not been met by the plaintiffs and that the federal court should abstain from hearing the plaintiffs' constitutional claims. In addition, the Attorney General has indicated several grounds for dismissal of the case, including a claim of "immunity" for the state parties sued.

Cont'd. page 4, col. 3

New Maryland Bill Favors Montessori

IMS applauds and supports a legislative proposal recently introduced by **Delegate Stewart Bainum** in the Maryland General Assembly to enable exemption of private Montessori schools and other private schools from the present requirement for a "certificate of approval" prior to and as a condition of operation in the state. This new legislation is similar in effect and application to another proposal in the state directed to postsecondary institutions, reported in the May, 1981 *Observer*.

The present bill would amend Section 2-206(e), Education Article of the Annotated Code of Maryland to enable private schools to submit a "report of operations" rather than submit to the restrictive and burdensome "certificate of approval" procedures. The present requirements impose certain repressive conditions on Montessori schools and teachers, such as teacher training requirements consisting of a "Montessori diploma" and a bachelor's degree. Such requirements can be detrimentally employed against Montessori education,

Cont'd. page 4, col. 1

Children working at IMS member school Livingston Montessori Center (Brighton, MI)

Montessori Schools Join IMS

IMS acknowledges Montessori schools for their commitment to the effective application of Montessori principles by means of its special membership program. During September and October, 1981, the following schools have become new IMS Montessori school members.

Livingston Montessori Center Brighton, MI

The Livingston Montessori Center, owned by a non-profit corporation, is managed and directed by **Cheryl Rosaen** and **Karen Zurawski.**

The Center provides two half-day Montessori primary sessions for sixty children and a full-day 6-9 elementary program. During the summer months, a Montessori program is offered.

Ms. Rosaen is currently engaged in developing the elementary program at the center and plans to expand to include a 9-12 class in 1982. For further information, contact: Cheryl Rosaen, Livingston Montessori Center, 1381 S. Old U.S. 23, Brighton, MI 48116 (313) 227-4666.

Chiaravalle Montessori School Evanston, IL

Dr. Marina L. Eovaldi is the administrator of this parent-run, non-profit school.

The extensive program at Chiaravalle serves children aged 12 mo. to nine years of age. Special school programs include instruction in French, before and after school programs for elementary children and a mainstreaming program for special children.

For further information, contact: Dr. Marina L. Eovaldi, Chiaravalle Montessori School, 425 Dempster St., Evanston, IL 60201 (312) 864-2190.

Cont'd. page 3, col. 2

IMS Waives Teacher Certification Requirement for Membership

IMS Montessori school membership has previously required that teachers at member schools possess "teacher certification from a Montessori training program." However, since IMS teacher certification and training is not now readily available, such a requirement seems inappropriate. Therefore, Montessori schools which otherwise meet the IMS Montessori school membership criteria will not now be barred from membership participation for the sole reason that certification is lacking among the teaching staff.

IMS wishes to underline that the fundamental identification of a Montessori school does not lie in external data, such as teacher certification, but rather in the school's expressed commitment to and recognition of Montessori principles in the operation of the school's program.

Notice to Montessori Schools

Since the initial issue of the "Montessori Observer" was published in February, 1981, IMS has provided its basic newsletter at no cost to all Montessori schools in North America. However, since the distribution of the "Observer" has now expanded significantly through the various IMS membership programs to include a substantial portion of interested individuals and schools within the Montessori community, it is now appropriate to guarantee regular distribution of the "Observer" to IMS members only. Distribution of the "Observer" to this widespread membership will assure an effective communication and participation of the Montessori community with IMS.

Therefore, beginning with the January 1982 issue, Vol. III, No. 1, regular distribution of the "Observer" to non-member Montessori schools will cease. IMS will continue to maintain and enhance communication and participation with non-member schools and individuals in the Montessori community through frequent distribution of other publications, such as the "Montessori Publications" newssheet.

IMS invites Montessori schools and other interested parties wishing to receive a regular subscription to the "Observer" to participate in an appropriate membership program.

Individual Liberty

Individual Liberty—one of the three fundamental Montessori principles—appears to be widely recognized but little practiced in society. However, Dr. Montessori recognized that this ancient principle of "liberty" (i.e., "freedom of choice") is vital to the effective development of self-discipline and independence in children.

Conflict

Conflict can easily arise in the application of "individual liberty" if such principle is taken in isolation from the other two Montessori principles—"Preparation of the Environment" and "Observation". Faced with the need to deter disruptive and harmful behavior in the classroom, frustrated teachers readily sacrifice the individual child's "freedom of choice" to achieve a presumed higher goal of classroom stability. However, without a commitment to "individual liberty", underlying conflict will inevitably persist throughout the classroom.

Interplay Vital

The effective resolution of underlying conflict in the classroom is found uniquely in the harmonious interplay of all the Montessori principles applied together. In effect, any slight deviation from a complete commitment to "individual liberty" or from the other two Montessori principles will inevitably perpetuate detrimental classroom behavior.

Social Conditions

"Individual liberty" appears particularly difficult for teachers to master in view of the normal control and manipulation of the individual so widespread and deeply rooted in society. Such conditions seem to readily justify denial of individual liberty in children; e.g., "I must deny freedom to a child when life is threatened or when some overriding harm may result to the classroom as a whole". While such rationale appears reasonable, the erroneous underlying notion of such justification is that children have within them an inherent self-destructive urge to damage themselves and others.

Survival Instinct

"To survive" is a self-evident human tendency. Therefore, the child's apparently self-destructive efforts in the classroom are actually opportunities to confront and realize the effective application of Montessori principles by the teacher. The effective Montessori teacher is able to employ intentional wrong-doing (for example, standing on a table or leaving the classroom without permission) to realize her purpose in the classroom through a commitment to Montessori principles.

Permit Mistakes

Some teachers unconsciously prohibit complete "individual liberty" in children on the mistaken belief that suffering and errors can be prevented through a certain amount of control. However, the effective Montessori teacher realizes that "individual liberty" is vital and includes the freedom of a child to suffer and err.

Abandon Control

To abandon control of the child in the classroom is not to abandon classroom responsibility. While permitting individual liberty, the effective teacher is active in controlling misbehavior through careful and diligent application of "Observation" and "Preparation of the Environment".

Impact on Society

Montessori teachers readily discover that their commitment to "individual liberty" extends beyond the classroom to include parents, administrators, government officials and other adults. Since a commitment to "individual liberty" challenges deeply help customs and attitudes in society, the committed teacher faces confrontation with issues such as threat of loss of employment, enrollment or necessary government licenses.

Do Nothing

The beginning of a commitment to "individual liberty" can be found in the process of "doing nothing" when challenged by intentionally harmful or disruptive behavior in a child. However, such a beginning must continue to resolve the disruptive behavior through the teacher's active application of "observation" and "preparation of the environment".

Support in Society

In countries which acknowledge "individual liberty" among the protected values and rights in society, the teacher can find significant support in the legal institutions of society. IMS contributes to such support through its participation in legal and regulatory confrontation. However, the fundamental commitment to "individual liberty" can only be created within an individual—independent of all outside circumstances. The expression of a commitment to "individual liberty" in the Montessori classroom is a vital expression of the creation of the ***new education.***

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January Observer
featuring
Adapting the Adult

The Montessori Observer

published by
INTERNATIONAL MONTESSORI SOCIETY
912 Thayer Ave
Silver Spring, MD 20910
(301) 589-12

Lee Havis, Executive Director

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Subscription to this publication may be obtained by requesting IMS membership which is open to all individuals for a $15 yearly fee. IMS school members also receive a subscription to the *Observer*. Complete the membership application form to obtain an individual subscription and other benefits of IMS membership.

ADVERTISING

Advertising space is available for services and products relating to Montessori education. Marketplace ads are $7 line. Position and Placement ads are $10 each and will be set and edited by us to conform to space requirements. Write for our advertising outline for rates and other information about foreign advertising.

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Legal Briefs

42 U.S.C. § 1983—
Protecting Civil Rights

Following the Civil War in the United States (1861-1865), the United States established the clear sovereignty of the federal government over the separate states by passing a series of constitutional amendments, including the Fourteenth Amendment ("No State shall ... deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws", Section 1, Fourteenth Amendment). Congress passed the Civil Rights Act in 1871 (now known as 42 U.S.C. § 1983) to specifically empower the federal courts to enforce the protections of the Fourteenth Amendment.

Since 1871, states have interposed various "immunity" defenses in legal actions which seek redress against such state officers and agents under Section 1983. Notably, states have sought to shield their officials and agencies from Section 1983 court actions on the grounds that such federal court intervention would disrupt legitimate state and local governmental functioning.

However, federal courts have held that "immunity" defenses must be weighed against the original congressional intent of the Civil Rights Act which seeks the broad purpose of providing an effective enforcement of the Fourteenth Amendment. In *Owen v. City of Independence, MO et al., 445 U.S. 622 (1980)*, the Supreme Court specifically held that municipal corporations, such as towns and cities, may not employ an "immunity" defense in a Section 1983 action for monetary, declaratory, or injunctive relief

> "...where, as here, the action that is alleged to be unconstitutional implements or executes a policy statement, ordinance, regulation, or decision officially adopted and promulgated by that body's officers."
>
> 455 U.S. at 690

Section 1983 actions by Montessori schools (and other private schools) have recently been encouraged by the U.S. Congress in its passage of 42 U.S.C. § 1988 in 1976 which allows prevailing parties (in the discretion of the court) in Section 1983 suits to obtain attorney's fees from the losing parties. This recent congressional action is a significant benefit to Section 1983 suits since the cost of litigation in such suits is often a major consideration.

This column is provided as commentary only and is not to be construed as authoritative legal advice or opinion.

Montessori Schools

Cont'd. from page 1, col. 2

Montessori of Orange
Orange, CA

Montessori of Orange is under the direction of **Kathleen Glassman** who also serves on the teaching staff of the school.

The school program serves children ages 2-12, including a Montessori day care program 6:30-9:00 a.m. and 3:00-6:30 p.m. A Montessori summer program is also offered. Special features of Montessori of Orange include programs in Music and Dance and Parent Education.

For further information, contact: Kathleen Glassman, Montessori of Orange, 2261 Orange-Olive Rd., Orange, CA 92669, (714) 637-1200.

Willowbrook Montessori School
Hyattsville, MD

The Willowbrook Montessori School is owned and operated by **Viola Johnson.** The school program provides a full-day Montessori class for children ages 2-6. In addition, day care services are offered 7:00-9:00 a.m. and 3:00-6:00 p.m. Special program features include Parent Education and Dance instruction.

For further information, contact: Viola Johnson, Willowbrook Montessori School, 8151 15th Ave., Hyattsville, MD 20901, (301) 445-1563.

College of Early Learning
Columbia, S.C.

The College of Early Learning, sponsored by the New Banner Institute, is directed by **Beti Wyn Holcombe.**

The school program serves children ages 2-12. Special features of the College of Early Learning include instruction in French and Spanish and a summer Montessori program.

The College of Early Learning also conducts seminars and workshops for the regional Montessori community and general public. In November, 1981, the school sponsors a seminar entitled "Perfecting the Montessori Method". For further information, contact: Beti Wyn Holcombe, College of Early Learning, 2830 Broad River Rd., Columbia, S.C. 29210, (803) 772-3317.

Raleigh—Bartlett Montessori Center
Memphis, TN

Judy Driver is administrator and primary teacher at the Raleigh-Bartlett Montessori Center.

The school program serves children ages 2-6 in either full-day or half-day sessions. A Montessori day care program is provided 6:45-9:00 a.m. and 2:00-5:30 p.m. Special program features include instruction in Spanish and Parent Education. For further information, contact: Judy Driver, Raleigh-Bartlett Montessori Center, 6050 Highway 70, Memphis, TN 38134, (901) 382-2167.

Little Rock Montessori School
Little Rock, AR

The Little Rock Montessori School, sponsored by a non-profit corporation, is under the administration of **Wilma Carlile.**

The school program includes a full range of primary and elementary Montessori classes, including a Montessori daycare program from 12:30-6:00 p.m. daily. Special features include instruction in Spanish and monthly presentations at the Musuem of Natural Science and History. For further information, contact: Wilma Carlile, Little Rock Montessori School, 3704 Woodland Heights Rd., Little Rock, AR 72212 (501) 225-2428.

Montessori Elementary School
Santa Rosa, CA

The Montessori Elementary School is owned by **Peggy Colgan.** The school program serves children ages 4-12 and includes a summer Montessori program. Special features include instruction in Spanish and a Parent Education program.

For further information, contact: Peggy Colgan, Montessori Elementary School, 1569 Brush Creek Rd., Santa Rosa, CA 95404, (707) 539-7980.

Montessori School of Rowland Heights
Rowland Heights, CA

The Montessori School of Rowland Heights is under the ownership and management of **Cora Nedic.**

The school has an enrollment of about 150 children ranging in ages from 2-12. Classes are conducted from 8:30 a.m.-3:30 p.m. daily with day care services offered from 3:30-6:30 p.m.

Special features of the school include instruction in French and Spanish and Parent Education. For further information, contact: Cora Nedic, Montessori School of Rowland Heights, 18752 E. Colima Road, Rowland Heights, CA 91748 (213) 912-2409.

Burlingame Montessori School
Portland, OR

For information, contact: **Helga Clarkson,** Burlingame Montessori School, 7135 S.W. 3rd St., Portland, OR 97219.

Montessori Children's House
St. George, UT

For information, contact: **L'Deane Trueblood,** Montessori Children's House, 86 S. Main, St. George, UT 84770.

Membership Information

IMS Montessori school membership is open to all schools committed to the effective application of Montessori principles as set forth in the IMS membership criteria. To receive a copy of such criteria and application information, contact: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

Individual Liberty

Vol. II, No. 8
Nov. 1981

Address correction requested

The Montessori
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Montessori School for sale or partnership. Write or call: Mary Zavory, (313) 296-1241, 1581 Sunningdale Dr., Grosse Pointe Woods, MI 48236.

For Sale: Fully Equipped Montessori School located in Colo. Spgs. CO. Extended day and half day sessions currently offered—room for expansion. Owner will finance. For info. contact: Nancy Rose, 218 Security Blvd. Colo. Spgs., CO 80909 (303) 390-8680.

New Maryland Bill

Cont'd. from page 1, col. 1

such as to deter effective teacher training and to threaten otherwise qualified individuals from receiving training and certification from IMS Montessori teacher training programs.

An important feature of the new bill is to especially prohibit the state from "any review or evaluation of the educational content of the institution". Such a provision is vital to protect Montessori education from forced compliance with standards inconsistent with Montessori principles.

Since the requirement for a certificate of approval under the existing law does not apply to parochial schools "operated by a bona fide church organization", the effect of the new bill would be to extend to all private schools a form of exemption which is presently limited to schools with a religious affiliation. Thus, this legislation would enable the state to more effectively apply a "neutral" attitude with respect to religion in private education—an attitude which neither "advances" nor "inhibits" religion—as required by the United States Constitution.

Child playing the "Montessori" harp

The "Montessori" Harp: New Musical Device for Children

John Maluda, a Kentucky sculpter and craftsman, has designed a harp which he believes may have significant appeal and use in the Montessori classroom. Inventor Maluda terms this new musical device the "Montessori" harp in view of Dr. Montessori's recognition of the value and use of simplified stringed instruments by young children.

Maluda has experimented with his harp in consultation with **Leo** and **Monique Denoncourt** of the Hayfield Montessori School (Louisville, KY). Although still in the experimental stage of development, the "Montessori" harp appears to stimulate interest and musical awareness in young children in the classroom. Recent experimentation seems to indicate that children have a natural interest in singing with the harp and picking out familiar tunes. Potential benefits of this new instrument appear to be simplicity and versitality of use, quiet tone, durable construction and relative inexpense.

Maluda plans to publish a manuscript and full size plans by June, 1982. In addition, he plans to extend his research by developing other similar musical instruments suitable for young children.

For futher information, contact: John Maluda, 1901 Ashmoor Lane, Anchorage, KY 40223.

School Health Insurance—*for Members Only*

IMS recognizes the considerable interest among all schools concerning the IMS health insurance program for teachers and other school employees. However, since such program is for IMS school members only, IMS policy is now to defer providing detailed premium rate information until prior payment of the proper school membership fee has been made.

Non-member schools may continue to inquire and receive basic insurance coverage information at no cost or obligation. However, IMS will provide no calculation of premiums or otherwise provide such detailed premium information until school membership status is confirmed. This policy will enable IMS to more effectively serve and support its member schools.

IMS Injunction

Cont'd. from page 1, col. 1

IMS has maintained in written response to the Court that a preliminary injunction is proper to avoid further deprivation of its fundamental First Amendment rights of expression and communication. In addition, abstention is opposed on the grounds that the plaintiffs are entitled to a federal court remedy and that deferral of the case to the state courts would unduly prolong the redress of presently suffered harm to IMS. The plaintiffs claim that abstention would subject IMS to an unfavorable state court proceeding in this case and that federal jurisdiction entitles the plaintiffs to adjudication in the federal court.

Regarding "immunity" of the state parties, IMS has asserted that the federal cause of action (Section 1983) is to enforce the Fourteenth Amendment and by its language and intent provides for no "immunity". IMS maintains that such congressional intent and constitutional purpose cannot be thwarted by any state claim of "immunity".

Vol. III, No. 1

Jan. 1982

The Montessori
OBSERVER

Adapting the Adult

IMS

Published by the International Montessori Society • 912 Thayer Ave. • Silver Spring, Md. 20910 • Phone (301) 589-1127

Court Hears IMS

On Nov. 23, 1981, the Federal District Court in Baltimore, MD heard testimony concerning the IMS motion for preliminary injunction to permit operation of its teacher training program in Maryland. The five and one half hour hearing consisted essentially of the testimony of three witnesses and the introduction into evidence of various documents relative to procedures employed by the State Board for Higher Education in its action prohibiting the operation of the IMS course in that state. IMS alleges that such procedures are a denial of due process, unconstitutional under the first and fourteenth amendments.

Cont'd. page 3, col. 1

Danger—New Child Care Regulations in California

Unless acceptable waiver can be achieved for Montessori schools, proposed new regulations in California could have an adverse affect on Montessori education in that state.

The new regulations proposed by the California Department of Social Services would: (1) impose burdensome training requirements on staff of Montessori schools (2) establish a restrictive classroom child-staff ratio of 12-1 and (3) require a minimum space per child in the classroom of 35 square feet. IMS believes that such requirements would severely hamper, if not prohibit, the effective application of Montessori principles in Montessori schools in the state.

However, the new regulations do provide for waiver if properly justified in writing and agreed upon by the Department of Social Services. IMS supports application of such waiver based on: (1) teacher certification from a Montessori teacher training program meeting the standards of the International Montessori Council (2) classroom staffing consistent with that recommended by Dr. Montessori and (3) minimum space requirements consistent with nationally recognized space requirements for schools.

For further information about the new regulations, contact: Department of Social Services, Office of Regulations Development, 744 'P' Street, Sacramento, CA 95814.

Katy Grattan with children at Montessori Pre-School (Santa Rosa, CA).

New School Members Noted

The following schools have recently joined IMS as new Montessori school members.

Montessori Pre-School
Santa Rosa, CA

The Montessori Pre-School consists of three separate school locations in the Santa Rosa Area. All school sites are under the direction of **Katy Grattan**.

Ms. Grattan has been a leader in Montessori education in the Santa Rosa area since 1971 when she established the first Montessori school there. Since 1971, Ms. Grattan has been active in the development and management of new Montessori schools and extending Montessori education to parents and the general public in the area through various community projects. Recently, Ms. Grattan initiated and managed a series of Montessori workshops which provided in-service credit for teachers in the Santa Rosa City School System.

The Montessori Pre-School program provides both full-day and half-day sessions for 125 children aged 2-6. Special features of the Montessori Pre-School include Spanish as a foreign language, day care and parent education.

For further information, contact: Katy Grattan, Montessori Pre-School, 620 McDonald Ave., Santa Rosa, CA 95404 (707) 544-7074.

Waukegan Montessori School
Waukegan, IL

The Waukegan Montessori School is operated as a non-profit corporation under the direction of **Catherine Ozark**. Ms. Ozark is widely known throughout the local Montessori community for her experience and knowledge in Montessori education. Notably, Ms. Ozark is recognized for training Montessori teachers in the language area of the curriculum.

The program at the school provides full-day and half-day sessions for children aged 2-6. Special features include music, day care and parent education.

For further information, contact Catherine Ozark, Waukegan Montessori School, 658 Grand Ave., Waukegan, IL 60085, (312) 244-9352.

Cont'd. page 3, col. 2

Adapting the Adult

Adults today, lacking a "normalizing"[1] experience in a Montessori classroom in early childhood, cannot readily undo the psychic scars and damage resulting from traditional childhood upbringing. However, despite such lack of prior Montessori experience, adults (and older children) can nonetheless significantly benefit from the application of Montessori principles through the process of "adaptation"—the conscious realization of the individual's perfect interrelated functioning with all humanity in one's own time and place in society.

"Adapting the adult" envisions the application of Montessori principles to adults by a process similar to "normalizing the child" employed in a Montessori primary classroom. Such "adaptation" enables an individual to effectively engage and master adult society, despite the lack of Montessori educational experiences in early childhood.

The "Normal" Adult

The "normal" adult, in contrast to the normal 6-12 year old child in the Montessori elementary environment, does not readily realize perfect adaptation to time and place in society. The typical complexity of life's problems in society deters the adult from realizing life as it actually is—playing a role in the drama of life.

The Drama of Life

In the drama of life, each individual fulfills a unique "role" in accordance with an essentially unknown "script." The *adapted* adult is able to acknowledge and recognize his unique role in society (i.e., his "personality") and also to acknowledge and recognize the true author of the script of the drama of life—completely within one's self, independent of outside forces and conditions.

The True Author

The true author of the drama of life is discovered and recognized within one's self in the process of "adapting the adult." Progress in such adapting process is evidenced by internal qualities, such as the enhanced experience of joy, power and satisfaction. To the extent that the individual asserts the true author *outside* or *beyond* one's self, the experience of suffering and inadequacy persists.

Society as Classroom

Montessori education views the unfolding drama of life in society as a "classroom" in which adults, rather than children, are the students. The "classroom" of adult society ultimately includes the entire world as the "environment" and the entire human family as the class of students. Although "society" and the "classroom" are fundamentally similar, certain outward appearances readily obscure such similarity.

Distinctions in Society

Society appears outwardly quite distinct from a classroom. First, society seems rampant with "misbehavior" and disharmony on a massive scale. No classroom of young children was ever so unnormalized or apparently unmanageable. Secondly, the dominant forces and issues in society, such as law, government and economics, appear totally different from the normal areas of concern in a classroom of children. Thirdly, the magnitude of the world's problems, such as nuclear armament and starvation, appear so awesome as to defy any effective engagement by a single individual. Lastly, there seems to be no "teacher" or "guide" responsible for such a "classroom."

The "Teacher" of Society

Noting that society unfolds according to the "script" of the drama of life, the "teacher" of society is none other than the true author of such drama—completely within the individual. To the extent that the individual can discover and acknowledge within one's self such "teacher," society can be effectively engaged and mastered by such individual.

Confronting Society

The "teacher" in society confronts and engages problems in society in a similar manner to situations arising in the process of normalization of a Montessori classroom. Notably, the apparent differences of problems in society and the classroom belie the underlying reality that "adult" and "child" problems are identical in substance since the adult's problems are, in effect, continuations of long-avoided and unresolved problems from early childhood.

Beginning

The beginning of "adapting the adult" is the individual's commitment to the effective application of Montessori principles. Such a commitment inevitably leads to an acknowledgement of the true author of the drama of life, spontaneously expanding the adult's adaptation to society.

Con'd. page 3, col. 2

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[1] *"normalizing"—the fundamental process of the Montessori classroom by which the child's nature profoundly shifts from misbehavior and domination by character defects to a sense of calm and satisfaction consistent with the child's true nature.*

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Positions & Placements

Elementary Montessori Teacher: (6-9) to start elementary program, Fall, 1982. Contact Betty Kaiser, Undercroft Montessori School, 3745 South Hudson, Tulsa, OK 74135.

Montessori Teacher: (2½-6). For summer and fall of 1982. Salary negotiable. Located in beautiful southern Oregon. Children's House Montessori, 848 Oxyoke Rd., Grants Pass, Oregon 97526 (503) 474-1860.

Court Hears IMS

Cont'd. from page 1, col. 1

Dr. Richard Matteson, associate professor in the College of Education (University of Maryland) testified for IMS concerning accreditation procedures to be employed with the IMS course. Dr. Matteson noted his position and function on the accrediting committee of the International Montessori Council and how the IMS course is to be evaluated against the Council's standards. Two employees of the State Board for Higher Education and the State Board of Education testified for the defendants.

The Nov. 23, 1981 hearing included arguments concerning the defendants' motion for the federal court to "abstain" from exercising its jurisdiction, thereby forcing litigation of the case in the state court system. However, IMS opposed such "abstention" on the grounds that since jurisdiction is proper in federal court, the plaintiffs are entitled to such federal court litigation. In addition, IMS noted that the present case represented no issue of questionable state law requiring interpretation by the state court of appeals since a similar case had already been decided previously in the state.

The judge's decision on the motions for preliminary injunction and abstention are presently pending.

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- Marketplace ads are $7/line.
- Position and Placement ads are $10 each.

New School Members

Cont'd. from page 1, col. 3

Bi-Lingual Montessori Learning Centre
Edmonton, Alberta, Canada

The recently opened Bi-Lingual Montessori Learning Centre is under the direction of **Mrs. G.R. Pibrovec**.

The school program serves children aged 2-6 in a full-day session, five days per week. A special feature of the school is its completely bi-lingual format—French/English. Mrs. Pibrovec contributes uniquely to such format since she received Montessori training in Paris, France.

For further information, contact: Mrs. G.R. Pibrovec, Bi-Lingual Montessori Learning Centre, 5504 143rd St., Edmonton, Alberta, T5R 2V7, Canada.

St. John's Montessori Day School
Chula Vista, CA

For information, contact: **Barbara Anne Lilly**, St. John's Montessori Day School, 760 First Ave., Chula Vista, CA 92010.

IMS Membership Information

IMS Montessori school membership is open to all schools commited to the effective application of Montessori principles as set forth in the IMS Montessori school membership criteria. Contact IMS for application and criteria.

Adapting The Adult

Cont'd. from page 2, col. 2

Montessori Classroom

The Montessori classroom for young children provides the adult with the ideal opportunity to develop a commitment to Montessori principles since the young child's spontaneous and receptive nature readily aligns with and supports the adult's efforts on behalf of such a commitment. However, lacking such a classroom opportunity with young children, the adult is nevertheless able to achieve an *adapted* state by consideration alone.

Consideration

The "non-teacher" adult is able to engage in the process of "adaptation" by "consideration"—the thoughtful and conscious expression of the idea itself. Such a "consideration" can be achieved by ample communication and participation with the idea—*commitment to Montessori principles*. IMS supports such "consideration" through its various publications and programs for schools and individuals. Ultimately, IMS Montessori teacher training aims to serve as the primary means for communicating a commitment to Montessori principles.

Creating "Adaptation"

"Adapting the adult" is an integral and inevitable expression of creating the "new education" by Montessori teachers in the classroom with children. Such an educational process will inevitably create "adaptation" in adults as detrimental conditions in society are spontaneously engaged and resolved.

Members Renew . . .

The following schools are acknowledged for their continuing relationship with IMS as recently renewed Montessori school members.

Daycroft Montessori
Ann Arbor, MI

The Daycroft Montessori Schools under the ownership of a non-profit corporation is directed **Dr. Josephine Kelsey.**

The school program offers half-day sessions for children from 18 months to about six years of age. Special features include Spanish as a foreign language, parent education, music, art and a summer Montessori program.

For further information, contact: Dr. Josephine Kelsey, Daycroft Montessori School, 2916 Butternut, Ann Arbor, MI 48104, (313) 973-1272.

YMCA Children's House
Bristol, TN

The YMCA Children's House, a non-profit corporation, is under the direction of **Patty Browning**.

The school program offers half-day sessions for children aged 2-6. A Montessori day care service at the school enables attendance of children from 7:30 a.m. to 5:30 p.m.

Special features are incorporated into the regular YMCA program and include music, swimming and gymnastics. In addition, a summer Montessori program is offered.

For further information, contact: Patty Browning, YMCA Children's House, 400 Edgemont Ave., Bristol, TN 37620, (615) 968-3133.

Children's House of Montessori
Huntsville, AL

The Children's House of Montessori is under the direction of **Kay Bailey Anderson**. The school has been under Ms. Anderson's ownership (as a corporation) since 1972.

Ms. Anderson has been prominant in Montessori education in Alabama and elsewhere for the past decade. Notably, she has held several national and international educational positions, including membership on the Executive Council of the International Association of Educators for World Peace (part of UNESCO and the UN).

The Children's House school program offers half-day and full-day sessions for children 2-6, with a full-day elementary classroom for children 6-9. Special features of the school program include German as a foreign language, after-school care, music, dance and parent education.

For further information, contact: Kay Anderson, Children's House of Montessori, 2605 Leeman Ferry Road, Huntsville, AL 35801, (205) 539-5161.

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International Montessori Society

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Membership Directory

Vol. I, No. 2
Fall 1981

IMS Membership Directory

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The directory is divided into three separate sections, each listing the three distinct membership categories: IMS Montessori school membership information includes name, address, telephone, administrator and other program features such as enrollment and age level.

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Vol. III, No. 1
Jan. 1982

Adapting the Adult

Vol. III, No. 2 **February 1982**

IMS

The Montessori
OBSERVER

The Nature of Commitment

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IMS Teacher Training in Northern California

A new IMS Montessori teacher training program will now serve the Northern California area. The program, located in Santa Rosa, CA, plans to offer a 1982-83 course to provide IMS Montessori teacher certification upon its completion. **Katy Grattan,** owner-administrator of several Montessori schools in the Santa Rosa area, will serve as the local Program Manager.

The course, operated as IMS/Santa Rosa Montessori Teacher Training Program, will consist of independent study, classroom instruction and practical internship experience in an approved Montessori school near the student. The internship, from Sept. 1982 - June, 1983, will require the student's daily attendance and participation in a Montessori classroom under the guidance of an experienced Montessori teacher.

The classroom instruction will be primarily conducted in a three-week summer workshop period, Aug. 2 - Aug. 20, 1982. The workshop, located in Santa Rosa, CA, will include materials presentations in areas such as Practical Life, Sensorial, Language, Math and Cultural Subjects.

For further information, contact: Katy Grattan, Montessori Preschool, 620 McDonald Ave., Santa Rosa, CA, 95404 (707) 544-7074 or IMS, 912 Thayer Ave., Silver Spring, MD 20910 (301) 589-1127.

East Bay Organizes

The East Bay Montessori Community (Oakland-Berkeley, CA area) held an organizational meeting at the Cerrito Vista Montessori School (El Cerrito, CA) on Jan. 26, 1982. The meeting was conducted by **Sonia Shank** and **Linda Shehabi,** co-administrators of the Cerrito Vista Montessori School. A newsletter and workshop schedule was planned.

The newsletter aims to enhance communication throughout the East Bay Montessori Community by providing news about workshops, articles of interest, and meeting schedule and agenda information. Membership fee to receive the newsletter is an annual fee of $5.00.

A music workshop was planned for Saturday, March 6, 1982, 9-4, at the

Cont'd. page 3, col. 2

PS 026650

Elementary class at L.I.F.E. Montessori School (San Francisco, CA)—See page 3

IMS Appeals Court Ruling

On Jan. 6, 1982, federal court judge Joseph C. Howard ruled that the federal court should "abstain" from acting in the IMS case which challenges the constitutionality of Maryland state laws governing private education in that state. Accordingly, Judge Howard dismissed the IMS complaint and denied the IMS

Cont'd. page 3, col. 3

FIDCR Halted

The U.S. Congress recently passed a new Title XX law which, in effect, halts the threatened application of rigid federal standards (FIDCR) in the provision of day care funding to the states. IMS has opposed FIDCR as unfavorable to Montessori education.

The new Title XX law (P.L. 97-35) requires that day care provided by such funds must meet only "applicable state and local standards". The states, under P.L. 97-35, will now be able to apply federal funds for day care services without a matching requirement or minimum family income requirement imposed by the federal government.

However, since overall spending levels in Title XX have been severely reduced, it

Cont'd. page 4, col. 1

IMS Montessori Schools . . .

Blaisdale Montessori School Scarborough, Ont., Canada

The Blaisdale Montessori School is under the direction and ownership of **Eleanor Wilson.**

The school provides a half-day and full-day session for children ages 2-6. Day care is offered daily from 7:00 a.m. - 8:45 a.m. and 3:45 p.m.-6:00 p.m.

Special features of the Blaisdale School include instruction in French, physical fitness for the elementary child and a special summer program. For further information, contact: Eleanor Wilson, Blaisdale Montessori School, 80 Slan Ave., Scarborough, Ont., Canada M1G 3B5, (416) 439-2182.

Montessori School of Lisle Naperville, IL

The Montessori School of Lisle is an educational child care center designed to serve the child, the family and the community. **Barbara Joniack** is the administrator.

The school program serves children from 2-6 years of age according to a flexible schedule of days and hours from 7:00 a.m. until 6:30 p.m.

For further information, contact: Barbara Joniack, Montessori School of Lisle, 23 W 550 Hobson Rd., Naperville, IL 60540, (312) 357-4516.

Centre Square Montessori Schoolhouse Centre Square, PA

Centre Square Montessori Schoolhouse is sponsored by a non-profit corporation. **Patricia McNicholas** is the director.

The school has an enrollment of approximately sixty children ages 2-6. A half-day session is provided with a full-day session for the older children.

Special program features include art, music and parent education. For further information, contact: Patricia McNicholas, Centre Square Montessori Schoolhouse, 1775 Skippack Pike, Centre Square, PA 19422, (215) 275-1775.

Correction—

The Bilingual Montessori Learning Centre—Edmonton, Atba., Canada

The following is provided to correct and clarify information provided in the Jan. 1982 Observer.

Cont'd. page 3, col. 1

Nature of Commitment

A specific "commitment" is the essence of Montessori education—to follow a course of action in the classroom consistent with the effective application of three specific principles: individual liberty, observation and preparation of the environment. Such a commitment is clearly evident in Dr. Montessori's life of contribution and discovery in education since the early 1900's until her death in 1952.

Dr. Montessori envisioned her commitment extending throughout the entire field of education to realize a "new education". Creating such a "new education" now to substantiate Dr. Montessori's vision is a clear function of the nature of commitment.

Commitment Defined

The nature of commitment is not readily evident. Verbal statements and external acts can belie one's true commitment. Rather, commitment is essentially intangible, located deeply within the individual—a binding of one's self to a specific course of action.

Course of Action

Commitment is associated with one's specific actions—identifiably and consistently interrelated. Ultimately, such specific actions define a course of action consistent with one's own time, place and group—realized uniquely in the present moment.

The Fundamental Commitment

The present moment identifies a consistent course of action which intimately connects and interrelates all past and future actions. One's own present course of action is inevitably bound by the decisive, ever-present "here and now". Such present moment defines the "fundamental" commitment in life to which each individual is inevitably and ultimately bound.

"Alien" Course of Action

The new born child readily expresses its fundamental commitment to the present moment by a course of action demanding care and nurturing—to survive, to express one's being, to explore the environment. However, as the new born child accommodates to its unique time, place and group, a new "alien" course of action emerges. For example, the child assures its physical survival by consciously disengaging from painful experiences; e.g., the child eventually stops crying to avoid intolerable pain. The child, in effect, creates an "alien" course of action to suppress awareness of the present moment. Such "alien" course of action is defined by thoughts and attitudes of limitations and justifications for harm and domination. The normal adult become bound to such an alien course of action as a result of painful childhood experiences.

Commitments in Society

The adult's alien course of action essentially defines one's unique unresolved early childhood circumstances and relationships. "Commitments" in society—character defects, social duties and roles—appear rigidly formed by forces and circumstances external to the individual. However, such "commitments"—transitory in nature—are inevitably engaged and resolved in the natural process of expressing one's being in the present moment.

Realizing the Present Moment

The adult's alien course of action is inevitably confronted in the process of expressing one's being—life in the present moment. Such process disengages one's self from alien courses of actions as one's fundamental commitment to the present moment is confronted and realized. However, the present moment, intangible in nature and confused by alien commitments in society, is not readily realized by adults. Verbal statements of commitment and willful effort normally belie firmly held alien courses of action to which the individual is actually bound.

To enable the realization of the present moment, one can create specific, more tangible commitments which *aim* one toward the present moment—to follow a course of action which, in effect, enables one to eventually and inevitably discover the present moment.

Creating Specific Commitments

Specific, tangible commitments, such as a commitment to Montessori principles, are realized in the process of their creation. Four phases of creation generally define the path of formation of such commitments.

Phase I—Consideration

A commitment begins with consideration—active, thoughtful communication and participation with the course of action as an unformed idea. Such consideration is, in effect, the fertilization stage of forming a new commitment.

Phase II—Acknowledgement

A commitment is acknowledged in a willful act of publication of interest in the specific course of action. Acknowledgement represents a conception act in the formation process.

Cont'd. page 3, col. 2

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Lee Havis, Executive Director

The Montessori Observer is mailed eight times each year to IMS members throughout the world. The *Observer* is sent during the following months: Jan., Feb., March, April, May, Sept., Oct., and Nov. The purpose of this publication is to provide news and information about the development of Montessori education to extend awareness of Montessori principles and promote harmony within the Montessori community.

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Advertising space is available for services and products relating to Montessori education. Marketplace ads are $7/line. Position and Placement ads are $10 each and will be set and edited by us to conform to space requirements. Write for our advertising outline for rates and other information about design advertising.

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Announcements

The East Bay Montessori Community is sponsoring a music workshop—using musical instruments with children aged 2-12. The workshop is scheduled for Saturday, March 6, 1982 (9-4), at the Montessori School of Pinole (El Sobrante, CA). Fee is $25 (lunch included). For further information, contact Beth Simons Fisch, Director, Montessori School of Pinole, 716 Appian Way, El Sobrante, CA 94803 (415) 527-1791.

The Organization of American Kodaly Educators (O.A.K.E.) will hold its eighth annual national conference at Marc Plaza Hotel (Milwaukee, WI) on April 1-4, 1982. Theme is "Zoltan Kodaly: A Centennial Celebration, 1882-1982". Keynote speaker is Mrs. Ersebet Szonyi, Liszt Academy Professor (Budapest, Hungary). For further information, contact O.A.K.E., Dept. of Music, University of Wisconsin-Whitewater, Whitewater, WI 53190.

IMS Montessori: Schools . . .

Cont'd. from page 1, col. 3

The school program serves children from 3-6 years of age only. Full-day and half-day classes are provided.

Mrs. Pibrovec received Montessori training from the St. Nicholas Institute (London, U.K.). She holds a Diplome Superieur d'Etudes Francaise Modernes, issued by the Minister of Education, Paris (France).

Members Renewed . . .

Casa Dei Bambini Montessori School
El Toro, CA

Kathy Schweizer is the director of the Casa Dei Bambini Montessori School. The school program provides both half-day and full-day sessions for children ages 2-6. A day care service is offered from 7:30-9:00 a.m. and 4:00-6:00 p.m.

Special features of this Montessori school include art, dance, instruction in Spanish, gymnastics and a summer Montessori program. For further information, contact: Kathy Schweizer, Casa Dei Bambini Montessori School, 25435 Trabuco Rd. Ste. C-5, El Toro, CA 92630, (714) 951-2862.

L.I.F.E. Montessori School
San Francisco, CA

L.I.F.E. Montessori School (the letters stand for "Learning Is For Everyone") is a non-profit California corporation serving children ages 3-10. **Blandine Gordon** is administrator of the school.

Mrs. Gordon has been an active participant in numerous community and educational concerns in the San Francisco area. Notably, she was appointed by the Governor in 1973 to serve on the state Developmental Disabilities Board. Mrs. Gordon founded L.I.F.E. Montessori School in 1974.

The school program provides a full-day Montessori primary and elementary session from 9:00 a.m. to 3:00 p.m. Extended hour care is offered from 7:30 a.m. to 9:00 a.m. and 3:00 p.m. to 6:00 p.m. Field trips are a regular school activity.

For further information, contact: Blandine Gordon, L.I.F.E. Montessori School, 62 Lennox Way, San Francisco, CA 94127, (415) 665-7979.

Nature of Commitment

Cont'd. from page 2, col. 2

Phase III—Expression

Beyond acknowledgement, a commitment develops in an embryonic growth stage through expression. During this stage, the idea of the commitment forms into the actual commitment itself.

Phase IV—Communication

The "birth" of a complete commitment is its communication. The commitment, by its communication, becomes an independent reality beyond the confines of a single individual.

Commitment in Montessori

In Montessori education, the teacher creates and realizes a specific commitment to the effective application of certain principles in the classroom—individual liberty, observation and preparation of the environment. Effective Montessori teacher training communicates such a commitment to the individual teacher through the respective phases of the creative process—consideration, acknowledgement, expression and communication.

Classroom Application

The teacher's classroom commitment to Montessori principles reveals itself as a course of action which effectively restrains all classroom activity inconsistent with the child's realization of the present moment—the child's true nature emerges. The present moment is realized by the teacher in its communication from the child.

Normalization

The classroom normalization process is, in effect, a series of realizations of the present moment. Such process accelerates the moment-to-moment realization of "here and now" to such an extent that the present moment appears visible in time and space in the classroom. The normalized classroom communicates and expresses to society a new evolutionary function—the "new education".

Beyond the Classroom

Education—the communication of knowledge—is the vital catalyst to disengage humanity from its destructive alien course of action. The individual's complete commitment to Montessori principles in the classroom begins the great creative task of mastering the environment for all humanity.

East Bay Organizes

Cont'd. from page 1, col. 1

Montessori School of Pinole, 716 Appian Way, El Sobrante, CA 94803.

The next meeting of the East Bay Montessori Community is scheduled for Tues. Feb. 23, 1982, 7:30 p.m. at the Kensington Montessori School, 52 Arlington, Kensington, CA 94707. For further information about the East Bay Montessori Community, contact: Sonia Shank or Linda Shehabi, Cerrito Vista Montessori School, 1111 Navellier, El Cerrito, CA 94530 (415) 527-6125.

Positions & Placements

Montessori Teacher: (2-6) full day or part day, salary negotiable. Send resume to: Pacific School of Montessori, 350 Dolores Way, So., San Francisco, CA 94080 (415) 952-5145.

Montessori Teacher: (2½-6) 1982-83 school year. Full certification required. Well-established, growing school with fully equipped classroom on the Monterey Peninsula. Salary commensurate with experience. Send resume to: Sharon Kessler, Montessori Learning Center, 30 Hitchcock Rd., Salinas, CA 93908.

Montessori Teacher: (grades 1-3) Marin Parents for public Montessori is creating a Public Junior classroom (grades 1-3) for Sept. 1982 and seeks director/ess with preschool experience, elementary certification, and willingness to get Calif. credential. Salary negotiable. Benefits. Please send resume to P.O. Box 657, Woodacre, CA 94973 or call Tona Wheeler, (415) 488-9781.

Montessori Teachers: (6-9) (9-12) Elementary teachers for Fall, 1982 needed to teach established 6-9 or 9-12 class. School in existence for 14 years, salary negotiable, excellent surroundings with modern facilities and equipment. Contact: LaVonne Plambeck, Montessori Educational Center, 12504 Pacific St., Omaha, NE 68154 (402) 333-3451.

Montessori Teacher: (3-6) Fall 82, half-day. Contact: Marie Sanchez, Waverly Children's House, Limekiln Pike & Harrison Ave., Glenside, PA 19038.

IMS Appeals

Cont'd. from page 1, col. 2

motion for preliminary injunction to permit operation of its teacher training program in Maryland.

Judge Howard stated in his decision that "Maryland has developed a complex regulatory policy to effectuate its interest in educating its citizens. The state educational accreditation standards that were developed pursuant to that policy are a matter of substantial public concern . . . For this reason, the state courts should be afforded the first opportunity to interpret those standards without the interference of the federal courts".

IMS has responded to Judge Howard's ruling by filing a notice of appeal to the Federal Court of Appeals (Fourth Circuit, Richmond, VA). In addition, IMS filed on Jan. 18, 1982 a motion for injunction pending appeal to enable operation of IMS teacher training in Maryland during the pendency of such appeal.

In its memorandum accompanying the motion for injunction, IMS asserted that state opposition to the IMS teacher training program curriculum is "based entirely on opinion, lacking any uniform or objective standards whatsoever".

IMS asserts the right to litigate its case in the federal courts based on federal laws 28 U.S.C. §1434(3) and 42 U.S.C. §1983. Such laws grant the federal court jurisdiction to consider questions about denial of rights under the United States Constitution, such as claimed by IMS.

The Nature of Commitment

Vol. III, No. 2
Feb. 1982

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Child Care Tax Credits Increased

Recent U.S. federal legislation (P.L. 97-34) has now increased the amount of tax credit provided for child care. Under P.L. 97-34, the child care tax credit will be 30% for families with incomes up to $10,000, decreasing by 1% for each additional $2,000 in income until 20% is reached for families with incomes above $28,000.

The amount for which the tax credit may be taken is now increased to $2,400 for one dependent and $4,800 for two or more. Estimates for the application of the current credit in 1981 is $1,025 million dollars.

Several new bills are presently pending which would considerably further increase federal day care support through the tax credit approach. Notably, H.R. 1894 would increase eligibility for a 50% credit to families with incomes of $10,000 or less. A sliding percentage scale would reduce the credit as income increases. The bill would also make the applicable credit refundable.

Bills such as H.R. 1984 indicate a keen interest on the part of legislators to meet a growing concern for child day care among working mothers in recent years. Department of Labor statistics show that 49.9% of pre-school age children had mothers in the labor force in March, 1981, up from 29% in 1970. This percentage increase represents a change of the number of working mothers from 5.6 million to 8.2 million from 1970 to 1981.

FIDCR Halted
Cont'd. from page 1, col. 2

appears unlikely that new funding approaches will be employed by the states on behalf of day care for the disadvantaged.

International Montessori Society

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Membership Directory

Vol. I, No. 2
Fall 1981

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Vol. III, No. 3

March 1982

The Montessori OBSERVER

Here and Now

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PS 026650

IMS Certification Recognized in Michigan

In a recent memorandum issued by the Michigan Child Care Licensing Division, IMS teacher certification was specifically recognized for an exemption from the state's staff qualification requirements for program directors of child care centers. Such recognition of IMS certification was based on an "extensive review" of the IMS training and accreditation requirements conducted by the Licensing Division.

The specific regulation in question [Rule R 400.5104 (2)] normally requires certain specific academic qualifications for program directors of child care centers. The Division's exemption decision, in effect, now qualifies graduates of IMS teacher training programs to open and operate Montessori schools in the state.

However, IMS notes its continued opposition to other requirements of the Michigan regulations which adversely

Cont'd Page 3, Col. 2

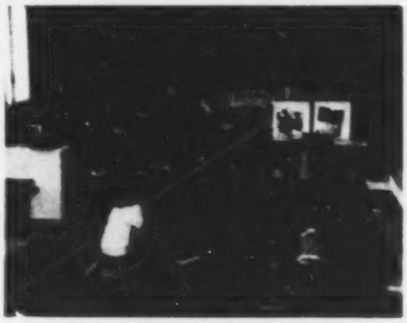
Free Publications for IMS Members

IMS Montessori school members may now receive free, upon request, multiple copies of the popular IMS newssheet and book order form entitled "Montessori Publications". This newssheet provides a substantial listing of programs and services offered by IMS, including descriptive information and order form for numerous popular books about Montessori education.

IMS offers this publication to Montessori school members free for distribution to parents—to support and extend the communication of information about Montessori education. Quantities up to a maximum of the number of children enrolled at the school may be requested. IMS pays postage.

Individuals and non-member schools may order copies of the newssheet publication at a rate of $0.20 each for quantities less than 100. For quantities over 100, copies are $0.10 each.

Send order for "Montessori Publications" newssheet to IMS. *Prepaid only* (for non-members).



Elementary children working at the Montessori School of Denver (Denver, CO)—See article on page 3.

IMS Montessori Schools . . .

IMS recognizes the following schools for their recently affirmed membership status.

Montessori Child Development Center
Hacienda Heights, CA

Carolyn Mueller is the director and owner of the Montessori Child Development Center. The school offers a full-day program for children ages 2-12. The program also includes a half-day session for children 2-6 and day care services from 6:30 a.m. to 6:30 p.m.

Special features of this school include a summer Montessori program, Spanish, music and gymnastics. For further information, contact: Carolyn Mueller, Montessori Child Development Center, 15207 Los Robles Ave., Hacienda Heights, CA 91745 (213) 968-8207.

Aria Montessori School
Pasadena, CA

The Aria Montessori School is under the direction and ownership of **Jo Ann Aria**. The school provides a full-day program for children at the primary (2-6) and elementary (6-9) age level. A half-day primary session is also offered. Additional services include an extended day care program and an after school program for public primary schools.

Special program features include Spanish, music, dance, art, cooking, gardening and a summer Montessori program. For further information, contact: Jo Ann Aria, Aria Montessori School, 693 South Euclid Ave., Pasadena, CA 91106 (213) 793-3741.

Cont'd Page 3, Col. 3

IMS/Santa Rosa Now Enrolling

The IMS/Santa Rosa Montessori Teacher Training Program is now accepting applications for its 1982-83 course. This program offers IMS certification for teaching children ages 2-6.

The materials workshop (Aug. 2-20) will be held in Santa Rosa, CA and will include a presentation of Montessori apparatus in the subject matter areas of Practical Life, Sensorial, Math and Language. Instructors include: **Curtis R. Chamberlain**-Practical Life; **Dee Johnson**-Sensorial; **Deborah D. Melikian**-Math; and **Sara Armstrong**-Language.

Curtis R. Chamberlain—*Practical Life*

Mr. Chamberlain received Montessori teacher certification from Sonoma State College (Sonoma, CA, 1975). He has served as Montessori teacher and director of day care at the Berkeley Montessori School (Berkeley, CA) since 1974. Mr. Chamberlain has also served as a teacher of movement and music for children at the Berkeley Conservatory Ballet since 1979.

Cont'd. Page 3, Col. 2

New Education Laws Proposed for Maryland

The state of Maryland is presently considering the adoption of new education laws to provide a qualified exemption from the existing requirement that Montessori schools and other private schools have a "certificate of approval" from the state prior to and as a condition of their operation in the state. The bills were introduced by **Delegate Stewart Bainum** and **Senator Victor Crawford**.

On Feb. 10, 1982, testimony was heard before a House committee of the Maryland General Assembly considering these bills. Written testimony in support of this legislation was submitted by **Lee Havis**, IMS executive director, **Joan and Clopper Almon**, associated with the Waldorf schools, and **Anne Brewer**, a local Montessori teacher.

In her written testimony, Joan Almon noted that the current law "poses a serious threat to the existence of . . .

Cont'd. Page 2, Col. 2

Here And Now

"... the tomorrow of the child ... is the constant occupation (of traditional education) ... The present is never taken seriously into account."
M. Montessori, from **The Child** *(Adyar, 1974)*

Thus Dr. Montessori viewed the failure of traditional education to address the child's present moment. Montessori education, in contrast, aims towards the child's experience of "here and now." Such experience reveals the child's true nature—spontaneous and creative, in harmony with its environment.

The Adult Experience

The adult's experience of "here and now" is not normally so harmonious. Fears of the future and unresolved problems of the past roughly intrude to cloud the true nature of reality.

The Nature of Reality

On the surface, reality appears to change over time—"past," "present" and "future" appear completely separate and distinct. However, in truth, all reality exists only in the experience of "here and now." The appearance of change of such reality is actually a shifting consciousness which locates the individual's state of being in relation to life unfolding in an eternal present.

Eternal Present

Erika Cheetham writes in *The Prophecies of Nostradamus* that "The modern disciples of Einstein recognize nothing but an eternal present. . . The whole trend of advanced knowledge is to place the laws of physics in a four dimensional continuum, that is, the eternal present. If this is so then past, present and future exist simultaneously." Cheetham suggests that the future and past can be revealed by realizing the present moment. In short, a reality which changes in time is an illusion.

Time

Modern science suggests that "time" is a measure of change of consciousness—within an unchanging, eternal reality defined by the present moment. It is a little like sitting in a speeding train looking at the passing scene which seems to rush by out the window. However, the actual reality is that the scene is not moving—but rather the individual and the train is moving.

No Escape

In sum, there is no escape from "here and now"—the present moment is eternal. To resolve all of the great mysteries of life and the problems of humanity there is no where to go and nothing to do. This great creative idea of realizing "here and now" is clearly reflected by the silent and passive Montessori teacher in the classroom.

Classroom Practice

The Montessori teacher creates the right conditions for the realization of the child's experience of the present moment by a practice of conscious disengagement from direct involvement with the child. Dr. Montessori noted the value of "doing nothing" in *Reconstruction of Education* (p. 9): "When I ask the child (what I can do to help him), he is so kind to answer me: 'Personally, please, do nothing. You can do nothing directly for me.'"

The Path of Montessori

Montessori education follows a path of revealing and freeing the child to experience the present moment. Along this path of creative non-intervention, the Montessori teacher enables the child's true nature to unfold in the classroom. Likewise, the creative Montessori path is leading humanity to a fulfillment of Dr. Montessori's prediction in *Discovery of the Child* (p. 330) that "New generations will experience a new age when misery will . . . be destroyed." Such a vision is now unfolding in the eternal "here and now."

New Education Laws

Cont'd. From Page 1, Col. 3

alternative schools. The bills proposed by Delegate Bainum stand out as an enlightened alternative to a very difficult and restrictive situation." Clopper Almon testified as to the great harm inherent in the existing law. He stated: "The present law, which allows a bureaucracy to kill a fledging endeavor by ... not granting the approval, could not be better designed to discourage innovative and new undertakings in higher education."

Ms. Brewer stated in her testimony that she supported the new laws to prevent the state from denying individuals the right to teach in Montessori schools. She stated that although she possessed a Montessori certificate and considerable academic and practical training as a teacher, she was denied two teaching positions in the state because her education was "not recognized in the state of Maryland".

The need to change the existing education laws is highlighted by the pending IMS federal court suit which challenges the constitutionality of these laws. In this suit, IMS seeks injunctive relief and monetary damages for state action taken to prohibit the operation of its teacher training program in the state.

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- Listing in IMS Membership Directory

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- *Free Copies of "Montessori Publications"*

For application and membership criteria, contact:

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Silver Spring, MD 20910

Look for the
April Observer
featuring
Communication

The Montessori Observer
published by
INTERNATIONAL MONTESSORI SOCIETY
912 Thayer Ave
Silver Spring, MD 20910
(301) 589-127
Lee Havis, Executive Director

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ADVERTISING
Advertising space is available for services and products relating to Montessori education. Marketplace ads are $7/line. Position and Placement ads are $10 each and will be set and edited by us to conform to space requirements. Write for our advertising outline for rates and other information about design advertising.

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Announcements

Growing Without Schools, published by *Holt and Associates, Inc.*, is a bi-monthly magazine to support parents in providing education for their children outside of the public schools. Individual subscription is $15.00 for six issues. Send check, payable to "Growing Without Schools" to: GROWING WITHOUT SCHOOLS, 729 Boylston St., Boston, MA 02116.

The National Coalition of Alternative Community Schools provides a newsletter and supportive communication on behalf of independent and alternative education. Individual membership dues are $10.00. Contact: NCACS, 1289 Jewett St., Ann Arbor, MI 48104.

The Kodaly Center of America will hold its summer music course July 4 - July 31, 1982 at Southeastern Massachusetts University (North Dartmouth, MA). For application and information, contact: Kodaly Summer Course KCA, 1326 Washington St., W. Newton, MA 02165

Parents "Unschool" Their Children

John Holt, noted author of "How Children Fail", is coordinating efforts of parents to "unschool" their children by opposing the imposition of state-controlled education on their children. Many parents now refuse to subject their children to the coercive practices and conditions inherent in the public school system. Mr. Holt supports these parents to avoid state-imposed public schooling by assisting them to teach their children at home.

Mr. Holt's newsletter, "Growing Without Schools" provides legal information and other valuable resources for parents seeking an alternative to the public school system. A recent issue of this newsletter published part of Mr. Holt's testimony before the Massachusetts Legislature in which he noted the value and need for alternative education. He stated that "There are many schools all over the country whose curricula and methods are completely different from the state schools, like Montessori schools . . . that have shown outstanding results."

Mr. Holt also noted the fundamental injustice of permitting state education agencies to evaluate the educational curricula of private schools—"it is a little like telling the people they can own any kind of car they want, as long as they have the approval of the local General Motors dealer."

The interest of parents in teaching their children at home reflects a significant recent trend in opposition to traditional education in the United States. Such a trend could prove significantly supportive to the development of Montessori education in this country.

IMS/Santa Rosa

Cont'd. From Page 1, Col. 3

Dee Johnson—*Sensorial*

Ms. Johnson holds an M.Ed. degree in early childhood education and a Montessori teacher certificate from the College of Notre Dame (Belmont, CA, 1974). She has served as director and early childhood teacher in several schools since 1968. Currently, Ms. Johnson is a Montessori teacher at Montessori Preschool (Santa Rosa, CA).

Deborah Melikian—*Math*

Ms. Milikian holds an M.Ed. and Montessori certificate from Xavier University (Cincinnati, OH, 1977). She was the principal lecturer in Montessori math and language for the 1978-79 Montessori teacher training program at Beaver College (Philadelphia, PA). Currently, Ms. Milikian is director of Big City Montessori School (San Francisco, CA).

Sara Armstrong—*Language*

Ms. Armstrong holds an M.A. degree in Education from the University of California (Berkeley, CA, 1981) and Montessori teacher certification from Sonoma State College (Sonoma, CA, 1975). She has served as consultant and language and math instructor for several Montessori training courses and workshops. Ms. Armstrong is the founder of Terra Nuova Montessori Elementary School (Hayward, CA) and has served as the schools director and teacher since 1978.

Enrollment in the Course

IMS/Santa Rosa is the only 1982-83 teacher training course offered by the International Montessori Society. Therefore, IMS advises that applications for this course be completed and submitted promptly to assure participation.

Enrollment in the course is limited. Applications will be considered in order of receipt. Send request for student catalog and enrollment application to:

International Montessori Society
912 Thayer Ave.
Silver Spring, MD 20910

For a personal interview or additional information, contact: **Katy Grattan**, IMS/Santa Rosa program manager, Montessori Preschool, 620 McDonald Ave., Santa Rosa, CA 94505 (707) 544-7074

IMS Certification

Cont'd. From Page 1, Col. 1

affect Montessori education; e.g., restrictive staff/child ratios and excessive space requirements imposed on Montessori schools.

IMS applauds the recent exemption decision of the Michigan Licensing Division and looks forward to further similar accommodations on behalf of Montessori education in the state.

Positions & Placements

Montessori Teacher: (2-6). Westminster Maryland Montessori seeks pre-primary directress/or to begin September '82. BA Degree preferred. Located 50 mi. north of Washington, D.C. in country setting. Send resume and references to: Gail Myers, P.O. Box 864, Westminster, MD 21157.

Montessori Teachers: (3-6), (9-12). Full time (3-6) Directress with experience, for well established pre-school class. Elementary level (6-9) has been established for three years, so trained Directress (9-12) needed to continue these children in their Montessori education. Send resume to: Montessori Child Dev. Center, Sr. Deanna Randall, Administrator, 620 Elizabeth St., Denver, CO 80206.

Montessori Teacher: (2-6). School in existence for 10 years. Program includes plants and animals, music and movement. Salary negotiable as well as hours. Send resume to: Munch-Kin Montessori, 145 Loring Rd., Duxbury, MA 02332. Duxbury is 35 minutes so. of Boston, MA.

IMS Montessori Schools

Cont'd. From Page 1, Col. 2

Montessori School of Denver
Denver, CO

The Montessori School of Denver is owned by a non-profit corporation. The director is **Lawrie Kimbrough**.

The school's program includes a full-day session for children ages 2-9 with day care services from 7:15 to 6:00 p.m. daily. A half-day session for children 2-6 is also offered.

Special features of the school include music, parent education and a summer Montessori program. Future planning for the school is to expand the elementary program to serve children up to the age of 12.

For further information, contact: Lawrie Kimbrough, Montessori School of Denver, 1460 S. Holly, Denver, CO 80222 (303) 756-9441.

Montessori Academy of Temple Terrace
Temple Terrace, FL

The Montessori Academy of Temple Terrace is directed by **Sonia Johnson**. The school serves an enrollment of sixty children ages 2-6 with full and half-day sessions daily. Day care services are provided from 3:00 to 6:00 p.m. daily.

Special program features include art, music and parent education. A summer Montessor program is also offered.

For further information, contact: Sonia Johnson, Montessori Academy of Temple Terrace, 5804 Gibson Ave., Temple Terrace, FL 33617 (813) 988-8041.

New Horizon Montessori
Louisville, TN

The New Horizon Montessori School is under the direction of **Aleta Leden-**

Cont'd Page 4, Col. 1

Here and Now
Vol. III, No. 3
March 1982

Address correction requested

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  (Aug. 2-20, 1982; Santa Rosa, CA)
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Local Program Manager:
Katherine Grattan, Director
Montessori Preschool
620 McDonald Ave.
Santa Rosa, CA 95404
(707) 544-7074

IMS Montessori Schools ...

Cont'd. From Page 3, Col. 3

decker. The school offers two half-day programs 8:30-11:30 a.m. and 12:30-3:30 p.m. However, children may stay beyond their normal hours of enrollment when necessary. A full-day session is also available at the primary (2-6) and elementary (6-9) level.

Special program features include dance, day care, French, parent education and gymnastics. For further information, contact: Aleta Ledendecker, New Horizon Montessori School, Rt. 3, Box 415-A, Cumberland Dr., Louisville, TN 37777 (615) 970-4322.

The Willows Academy
Dallas, TX

The Willows Academy is sponsored by a non-profit corporation. **Susan Calvert** is the director.

The school offers full and half-day sessions for children ages 2-6. Day care services are provided daily 7:30-8:30 a.m. and 3:00-6:00 p.m.

Special features of the school include art, music, dance and parent education. For further information, contact: Susan Calvert, The Willows Academy, 6318 Willow Lane, Dallas, TX 75230 (214) 661-5345.

Meadowlark Montessori School
Casper, WY

The Meadowlark Montessori School is owned by a non-profit corporation. **Dr. Sam T. Scaling** is the school administrator.

The school offers daily half-day and full-day sessions for children 2-6. Parent education is also provided.

For further information, contact: Dr. Sam T. Scaling, Meadowlark Montessori School, 531 South Durbin, Casper, WY 82601 (307) 265-0249.

IMS Membership: *Montessori school members acknowledge their commitment to Montessori principles as set forth in IMS membership criteria. Write to IMS for membership application and criteria.*

IMS Membership Directory— Due May, 1982

The new IMS Membership Directory (Spring, 1982) is next due for publication in May, 1982.

This new directory will list all IMS members in good standing as of May 1, 1982. Membership listings will be separated into the three categories: individuals, associated schools and Montessori schools.

To assure listing, send appropriate membership fee and application to IMS.

Vol. III, No. 4 April 1982

The Montessori
OBSERVER
Communication

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Louisiana Lifts Regulations

In the *Home Educator's Newsletter (January, 1982)*—published by the **National Association of Home Educators**—**Ginny Baker** noted that a new law in Louisiana now appears to de-regulate private education in the state.

Ms. Baker noted that under the new law (R.S. 17:236) "anyone can teach. Anyone can start a school, and every school willing to do without state and federal funds ... has complete autonomy and answers only to the parents who pay the bills."

However, private Montessori schools in Louisiana for young children may nonetheless be subjected to considerable restriction under the state's child care regulations. Although state law R.S. 17:3401, passed in 1976, provides a special exemption from the child care regulations for certain Montessori schools, non-exempted Montessori schools apparently remain subject to the existing child care regulations. IMS supports the repeal or amendment of R.S. 17:3401 in favor of an appropriate accommodation for the entire Montessori educational community in the state.

IMS Montessori Schools ...

The following schools have recently affirmed their commitment to Montessori principles through IMS Montessori school membership.

Montessori Children's House
Conroe, TX

The Montessori Children's House is owned by a non-profit corporation. **Dowen Johnson** and **Margaret Onhaizer** are co-administrators.

The school provides a daily half-day program for seventy children ages 2-6. A day care program is also offered from 11:30 a..m. to 6:00 p.m.

For further information, contact: Dowen Johnson, Montessori Children's House, 200 Ave. J, Conroe, TX 77301 (713) 756-6421.

Cont'd Page 3, Col. 2

Child working at Montessori Children's House (Conroe, TX)—See article this page.

Loyal Citizens Confront Subversive Government

> *Government in our country today is an industry—an employer of dependent millions. An entity which absorbs wealth but does not produce wealth, it grows more out of the necessities of politics than the necessities of the people. ... The spread of government is resulting in a mass of regulation ... and interventions in which rights of privacy, personhood and religion are starting to be violated on a grand scale in our country.*
>
> *William B. Ball*
> **The Catholic Cemetery—April 1978**

Government action against educational freedom in the United States has recently called into question the appropriate response of "loyal citizens". **William B. Ball**, education law expert, noted in a recent article for *The Catholic Cemetery* (*April, 1978*) that when "we go along with bad laws, we debase the currency of everybody's freedom, we detract from the idea of a government of law, and we build up the totalitarian concept of a government of men."

Government subversion of basic freedoms in education, Mr. Ball states, can be placed into three basic categories: (a) the Phony Statute (b) the Bogus Regulation and (c) the Terror Tactic. The

Cont'd Page 4, Col. 1

IMS Teacher Training Beyond California

The IMS/Santa Rosa Montessori Teacher Training Program is not limited to Northern California. The unique independent study format of this teacher training course permits students throughout North America to participate effectively in the course to obtain IMS Montessori teacher certification.

Students in the course are able to complete most required assignments in their own local area. Internship placement and supervision is arranged with a Montessori school near the student.

Students outside the Northern California area need only personally attend Santa Rosa, CA during the Materials Workshop (Aug. 2-20, 1982) and the Final Evaluation Period (June 11-13, 1983). IMS will assist students outside the immediate Santa Rosa area to locate convenient housing during these workshop periods.

Since IMS/Santa Rosa is the only 1982-83 IMS course available, interested individuals are advised to complete and submit applications promptly. Enroll ment is limited. Applications will be considered in order or receipt.

To obtain a student course catalog and enrollment application, contact: IMS, 912 Thayer Ave., Silver Spring, MD 20910. For a personal interview or specific details, contact: Katy Grattan, IMS/Santa Rosa Program Manager, c/o Montessori Preschool, 620 McDonald Ave., Santa Rosa, CA 95404 (707) 544-7074.

Passage of Mario Montessori

The Bulletin (*March, 1982*)—publication of the *Association Montessori Internationale/USA*—noted the death of **Mario Montessori**, only son of Dr. Maria Montessori. Mr. Montessori died at age 83 in Holland on Feb. 10, 1982.

Mr. Montessori had worked closely with his mother until her death in 1952. He was particularly noted for his work in developing apparatus for the elementary aged child.

PS 026650

Communication

A failure of communication lies at the heart of the problems and difficulties which have historically deterred the realization of Dr. Montessori's vision of a "new education"—a universal commitment to the principles of individual liberty, observation and preparation of the environment. This failed communication is readily apparent among the general public, including parents and educators, who oppose the child's true nature as revealed by the Montessori classroom experience.

Communication problems associated with Montessori education result from the way in which adults have traditionally engaged in the process of communication. Mastery of communication, by contrast, effectively empowers the individual to fully realize the vision of the "new education".

Communication in Adult Society

The normal adult communicates within an elaborate system of beliefs and mental images from the past. Typically, "new" knowledge acquired by an adult is unconsciously and automatically distorted to conform to the individual's own particular system of beliefs. Since such distortion is unconscious, the individual fails to recognize the fundamental ineffectiveness of the process by which knowledge is acquired. The normal adult has, in effect, reduced the notion of "communication" to the level of manipulation of concepts—a process essentially devoid of power or effect.

Conceptual Manipulation

Communication as a process of conceptual manipulation places all "new" knowledge acquired by such process within the individual's existing system of beliefs—a mental structure conceived in its totality as inalterable truth. "New" knowledge is automatically distorted to conform to already known elements—i.e., "conceptualized"—to justify and substantiate one's existing system of beliefs. Such conceptual manipulation has no fundamental effect on the underlying framework of reality within an individual. Conceptual manipulation is not communication.

What is Communication

Communication is, in essence, a re-creation of experience—within a single individual. Such "experience" is the totality of phenomenon occurring in the present moment. A "re-created" experience is an exact reflection of the original experience—nothing added and nothing subtracted. The extent of distortion to the original experience—by addition or subtraction of something—measures the extent to which the experience has failed in its communication.

Failure of Communication

A failure of communication is the distortion of an experience to conform to an individual's system of beliefs. Such a "failed" communication amounts to an "incomplete" re-creation—the original experience being only partially reflected in association with the concept resulting from the addition and subtraction of elements.

Completing Communication

"Incomplete" communication can be "completed" in a process of realizing experience in the present moment. Such a completion process amounts to a confrontational engagement with one's system of beliefs. In Montessori education, completing communication in the classroom is the process of "normalization".

Normalization as Communication

"Normalization"—the child's profound shift from random movement or action to order and harmony—creatively engages the disharmony in the child's environment, including the teacher's own system of beliefs. The normalized child communicates its true nature to the teacher, in the present moment, who spontaneously "re-creates" this experience as "complete"—i.e., "perfect". The teacher's commitment to Montessori principles is vital to enable this fundamental communication to occur.

Communicating Commitment

A commitment to Montessori principles is communicated by IMS to individuals through means such as Montessori teacher training. The IMS training course aims specifically to communicate a commitment to Montessori principles through a series of assignments and exercises which engage the student's system of beliefs with respect to Montessori principles. Outside such a commitment to Montessori principles, the "communication" of Montessori education amounts to conceptual manipulation—fundamentally without effect or power with respect to realizing the "new education".

Communicating Montessori Education

"Montessori education"—as a concept—distorts the fundamental Montessori classroom experience. A manipulation of such a Montessori education concept can be readily associated with a vast assortment of conceptual elements; e.g., classroom materials, physical facilities, certification and accreditation standards, organizational identification, and specific beliefs and attitudes. Effective communication of Montessori education recognizes and disengages from such conceptual elements which have been traditionally associated with Montessori education.

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Announcements

The Council for Educational Freedom in America provides insight and information concerning control and support of education in the United States. For details, contact the Council: 2105 Wintergreen Ave. SE Washington, D.C. 20028.

The Maryland Home Education Association will hold a general meeting of interested parties throughout the state on May 2, 1982. For meeting location and other details, contact: Manfred Smith, 9085 Flamepool Way, Columbia, MD 21045.

The National Association of Home Educators publishes its *Home Educators Newsletter* to communicate information useful for parents educating their children outside the public schools. Subscription — $17.50 per year. Contact: Cathy Bergman, Rt. 3 Box 324-B, Gallatin, MO 64640.

The New Jersey Unschoolers Network publishes a regular newsletter to support home education in the New Jersey area. Subscription — $7.00 per year. Contact the Network: 2 Smith St., Farmington, NJ 07727.

Public Schooling Challenged in Court

The Maryland Home Education Association — supporting parents opposed to public schooling for their children in Maryland — recently surveyed court rulings relative to home education. The Association's March, 1982 newsletter listed judicial decisions in six states which permitted home instruction by parents as a suitable alternative to public schools for meeting the state's compulsory school attendance laws.

For further information, contact: Manfred Smith, Maryland Home Education Association, 9085 Flamepool Way, Columbia, MD 21045.

IMS Montessori Schools ...

Cont'd From Page 1, Col. 1

Forest Hills Montessori School
Forest Hills, NY

Forest Hills Montessori School is under the direction of **Sunila Tejpaul**. Enrollment includes sixty children ages 2-6 and sixty elementary level (6-12) children.

A full day Montessori program is offered at both primary and elementary levels. A half-day program is also offered for children ages 2-6. Special program features include art, music and French instruction. In addition a summer Montessori program is provided.

For further information, contact: Sunila Tejpaul, Forest Hills Montessori School, 104-40 Queens Blvd., Forest Hills, NY 11375 (212) 275-0173.

LaSalle Montessori School
LaSalle, Quebec, Canada

LaSalle Montessori School is directed by **Monika Vesely. The daily school program combines a half-day Montessori session with day care services from 7:30 a.m. to 6:00 p.m.**

Foreign language instruction is available in both English and French. Other special program features include parent education and a summer program.

For further information, contact: Monika Vesely, LaSalle Montessori School, 1505 Serre St. LaSalle, Quebec, Canada (514) 365-0843.

Alpha Montessori School
Westchester, IL

Lenore Dean is the administrator of the Alpha Montessori School. The school program offers a half-day Montessori session for children ages 2-6 with day care services provided from 7:00 a.m. to 6:00 p.m. A Montessori summer program is also offered.

For further information, contact: Lenore Dean, Alpha Montessori School, 1625 S. Mannheim, Westchester, IL 60153 (312) 865-0099.

International Montessori Society
IMS
Membership Directory
Vol. II, No. 1
Spring, 1982

IMS Membership Directory

Price: $5.00

This directory lists all individuals and schools associated with IMS through membership. The purpose of this directory is to enhance communication and participation among IMS members and to publicly acknowledge the membership association of schools and individuals with IMS.

The directory is divided into three separate sections, each listing the three distinct membership categories: individuals, associated schools and Montessori School members. IMS Montessori school membership information includes name, address, telephone, administrator and other program features such as enrollment and age level.

To order, send payment to:
IMS, 912 Thayer Ave., Silver Spring, MD 20910

Free to IMS Montessori school members.

Positions & Placements

Montessori Elementary Teacher: (9-12), Begin Sept. '82 with class of experienced children. Unusual facility with gymnasium, non-profit teacher board. One mile from ocean. Country setting. Salary open. Benefits negotiable. Contact: Charles Terranova, The Montessori Community School, 136 Cornet Stetson Rd. Scituate, MA 02066 (617) 545-5544.

Montessori Teachers: 1 primary (2-6) and 1 junior (6-12) to begin Sept. 1982. Send resume: Kennebec Montessori School, Box 394, Waterville, ME 04901.

Montessori Elementary Teacher: (9-12) to direct upper class from dividing 6-11. In eastern Puerto Rico. May be bilingual English/Spanish or native-speaker of either. Contact: Charles Underwood, Escuela Montessori del Caribe, Box 8607, Humacao, Puerto Rico 00661 (809) 852-5906.

Montessori Teachers: infant-toddler through 9-12 levels. To begin Sept. '82. Million dollar facility under construction to house expansion of Cimarron School. School establsihed 5 years in this stable midwest city of 50,000 population. Send inquiries and application requests to: Kathie Meuselbach, Administrator, Cimarron Children's House, Inc., P.O. Box 1172, Enid, OK 73701.

Montessori Teacher: (2½-6). for Fall, 1982 to teach morning session with afternoon extended day. Salary negotiable. University community. 2½ hours to Chicago. 1 hour to Indianapolis. Send resume to: Montessori School of Greater Lafayette, P.O. Box 2311, West Lafayette, IN 47906.

Montessori Elementary Teacher: (9-12). for Sept. 1982. School in Boston area. Work with teachers of international reputation in well-established school with projected enrollment of 65 students grades 1-7. Call or write for more information: The Eliot Montessori School, Inc., 189 Eliot St., S. Natick, MA 01760 (617) 655-7333.

Montessori Teacher: (grades K-2). to start August, 1982. Established transition class of children with Montessori primary preparation. Salary competitive and commensurate with background. School located in metropolitan area near University of Illinois. Submit application and resume with references to: Search Committee, Montessori School of Champaign-Urbana, 1112 Broadmoor, Champaign, IL 61820.

Child Safety Warning

Child safety may be a particular concern when using indoor activity equipment. **Creative Playthings**, a prominant manufacturer of indoor activity equipment, notes that several fatal accidents to young children have recently occurred using their *Indoor Gym House* structure.

Creative Playthings, in conjunction with the Consumer Product Safety Commission, has instituted a voluntary replacement program for a particularly dangerous ladder component of their *Gym House* structure.

For further information about the dangers of indoor activity equipment, contact IMS.

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Vol. III, No. 4
April 1982

Communication

International Montessori Society

IMS

MONTESSORI TEACHER TRAINING PROGRAM

- IMS Certification
- Materials Workshop
  (Aug. 2-20, 1982; Santa Rosa, CA)
- Independent Study
- Internship in Montessori School

Administrative Office:
International Montessori Society
912 Thayer Ave.
Silver Spring, MD 20910
(301) 589-1127

Local Program Manager:
Katherine Grattan, Director
Montessori Preschool
620 McDonald Ave.
Santa Rosa, CA 95404
(707) 544-7074

Call or Write for Application and Catalog

Loyal Citizens

Cont'd From Page 1, Col. 2

"Terror Tactic" is described as administrative action—such as an unsolicited visit to a private school—which is designed to send waves of fear through all such regulated institutions.

In Maryland, attempted government "subversion" was recently successfully challenged when state authorities told Rev. Donald McKinght to shut down his school since he had refused to place it under state control. Mr. Ball states that Rev. McKnight refused to be mauled. "He took his fight to the public and to the legislature and was spring-loaded for court action. He won his fight. His school continues to flourish."

Although private schools clearly have a duty to obey reasonable and necessary laws, Mr. Ball also notes a duty of simple honesty towards government. He advises "if unlawful impositions are threatened, don't try to 'make deals', don't buy a government official's promise to 'take it easy' with you ... you owe it to government to be candid."

For further information about the defense of educational freedoms in the United States, contact: The Council for Educational Freedom in America, 2105 Wintergreen Ave., Washington, D.C. 20028.

Communication

Cont'd From Page 2, Col. 2

Power of Communication

Effective communication empowers the individual to realize a created experience from within one's self—independent of all external circumstances. When the created experience communicated is a commitment to Montessori principles, the "new education" can be realized.

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Vol. III, No. 5 **May 1982**

Reality

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PS 026650

Parents Fight Compulsory Schooling in Maryland

Mr. and Mrs. Leroy Dirks (Frederick Co., MD) have found they must fight state compulsory school laws in order to educate at home their nine year old daughter, Melissa.

The Dirks' fight with the state of Maryland arose from the filing of a criminal warrant against them by the local school board on Oct. 30, 1981. The warrant alleged that the Dirks failed to comply with compulsory school attendance laws of Maryland, Section 7-301 of the Maryland Education Code.

In response to this warrant, the Dirks filed a motion to dismiss the charges asserting that their home school for Melissa is a "bona fide" church school, exempt from state regulation. Notably, the motion to dismiss stated: "...the State of Maryland would impose its will over every facet of individual freedom if given a chance...The case...is nothing more than a patently unconstitutional attempt to either coerce the Defendants, LeRoy and Sharon Dirks, to "establish" their church in the state of Maryland... or forfeit their fundamental rights."

Cont'd Page 3, Col. 1

Alternative Education in Southwest

The support of non-coercive education in the schools of the Southwest United States is a primary concern of the **Rio Grande Educational Association (RGEA).** This non-profit corporation, first established in 1968, provides a flexible coalition and support on behalf of its member schools in the states of New Mexico, Arizona, Colorado and Texas.

The RGEA is a regional organization of the **National Coalition of Alternative Community Schools (NCACS).** Participation in RGEA requires membership in both organizations.

Since 1974, the RGEA has formally adopted procedures for the accreditation of educational programs provided by its members. Such accreditation is useful to member schools which seek to assure the public as to the responsible operation of their programs.

For information, contact: RGEA, P.O. Box 2241, Santa Fe, NM 87501.

Child working at the Big City Montessori School (San Francisco, CA)-See article on this page.

IMS Member Schools . . .

The following schools have recently acknowledged their commitment to Montesorri principles through IMS Montessori school membership.

Big City Montessori School
San Francisco, CA

The Big City Montessori School is under the direction of **Deborah Melikian.** The school serves a total enrollment of 98 children ages 2-9. A full-day program is provided for all age levels.

A substantial in-service staff training program has been established by Ms. Melikian since her arrival at the school in November, 1980. Presently, Ms. Melikian is math instructor for the IMS/Santa Rosa Montessori Teacher Training Program.

Special program features at the school include a parent education program and a summer "Children's University". This special summer Montessori program enables children to participate in projects such as cooking, carpentry and sewing.

For further information, contact: Deborah D. Melikian, Big City Montessori School, 240 Industrial St., San Francisco, CA 94124, (415) 648-5777.

Incarnate Word Montessori
Corpus Christi, TX

The Incarnate Word Montessori School is sponsored by a non-profit corporation. **Sister M. Christina Bradley** is the school director.

The school program includes a half-day session for children ages 2-6 and a full-day session for elementary aged children ages 6-9.

Cont'd Page 4, Col. 1

Louisiana Supports Freedom In Education

Louisiana state legislator **Woody Jenkins**—author of recent legislation to lift regulations on private schools—recently clarified for IMS legislative issues affecting Montessori education in the state.

Notably, Mr. Jenkins indicated that, in essence, *all* private Montessori schools—whether "certified" or not under that state's "Montessori" legislation—are entitled to operate free of any state regulations except those concerning fire safety and occupancy requirements.

The Louisiana legislator notes that many people in Louisiana have strongly supported his legislative efforts on behalf of educational freedom. "...hundreds of Louisianians wrote to their legislators in support of private schools and home education. The reaction of legislators was *very favorable!*"

Cont'd Page 3, Col. 2

Rhythm-a-tics to Teach Rhythm

Alan Watts (Las Vegas, NV) has developed an approach to teaching rhythm to children which he calls *Rhythm-a-tics.*

Mr. Watts views rhythm as fundamental to the development of the musical sense in children. In addition, Watts asserts that his "Rhythm-a-tics" approach "extends far beyond music to include mathematical and scientific awareness".

In "Rhythm-a-tics", rhythm awareness begins with a study of the work cycle—e.g. swinging a hammer. Ultimately, a series of written symbols are employed in conjunction with tapping/clapping exercises.

Mr. Wells is planning to present his ideas in a book entitled "Rhythm-a-tics". Future publications will extend the materials and exercises of this basic text.

For further information, contact: Alan Wells, P.O. Box 2150, Las Vegas, NV 89125.

Reality

". . . a child knows that reality is his to shape as he wishes . . . the adult cannot see beyond the limitations of the standard conceptions of reality."

Brad Steiger
*From **Mysteries of Time and Space***

Dr. Montessori's "new education"— a universal commitment to the principles of observation, individual liberty and preparation of the environment—envisions a new reality in fundamental opposition to the existing "agreed-to" conditions in society. Thus the individual committed to Montessori principles is engaged in a conflict of realities—the "new" with the "existing". Such a conflict of realities lies at the heart of the mystery surrounding one's participation in the process of creating the "new education".

Reality as Concept

Society's view of "reality" is as a permanent state of certain conditions within which all human experience occurs. However, such a view of "reality" is challenged by the evidence of fundamental changes in social conditions throughout history.

"Reality" is Alterable

History teaches that society's conceptions of "reality" are alterable—subject to the individual's unique creative powers. For example, the concepts of "the world is flat" and "man cannot fly" have forever lost their permanence by the well-known achievements of Christopher Columbus and the Wright brothers. Thus society's view of "reality" is actually an array of conceptions held in place by mutual agreement. Each individual experiences this "reality" according to one's own point of view.

Adult Reality

The adult experiences reality as a fundamental conflict between society's conception of reality and one's own concrete experiences in the present moment. Such conflict presents a continual paradox which can only ultimately be resolved by recognizing the true nature of reality.

True Reality

"Reality", in essence, is one's own conscious state of being. Thus true reality is not inherently "permanent" but rather changes in time as a function of one's conscious awareness. The young child most clearly reflects this true experience of reality.

The Child's Reality

The young child experiences reality essentially as its own concrete awareess in the present moment. Certain concepts and abstractions common in adult society—such as government and social institutions—are inconceivable and nonexistent in the child's reality. This true experience of reality—awareness in the present moment—is the aim of Montessori education and emerges naturally from the adult's commitment to Montessori principles.

The Montessori Reality

The single individual committed to Montessori principles expresses the new "Montessori reality"—alien to the existing conditions in society. This inner state of being—committed to certain principles—gradually grows in strength and power through the individual's communication and participation with others. This process of creating a new reality in society is evident in the Yoga idea of the "tulpa"—the thought form which can appear to assume life independent of the individual's psyche.

Tulpa

A "tulpa"—the externalization of an inner reality—manifests the power of an individual's will and intention. Futurist Brad Steiger in his book *Mysteries of Time and Space* states that such a "tulpa" is created and enlarged through its shared communication and engagement with others. ". . . similar thoughts, emotions, and mental emanations can add to the strength of the tulpa enabling it to acquire power and grow." Thus a new reality in society can be created from within individuals—whether recognized or not.

Reality Created

In sum, all reality is created from within the individual. A "new" reality—e.g., universal commitment to Montessori principles—is possible when an individual becomes consciously aware of such reality within one's self. Thus the expression of one's commitment to Montessori principles creates the "new education" in society.

Life is a Fight

The April, 1982 issue of the **Education Network News** reprinted the following excerpt from an article appearing in *The Educational Forum, Winter 1982:*

"(William James) . . . accepted the labor pains of human freedom. He would be saying something like this to us now: '. . . what we freely choose to do makes a difference; real issues are at stake . . . when it is really lived, life "feels like a real fight" and it is by throwing ourselves into it that life may become worth living."

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September Observer
featuring
Power of the Individual

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Lee Havis, Executive Director

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Subscription to this publication may be obtained by requesting IMS membership which is open to all individuals for a $15 yearly fee. IMS school members also receive a subscription to the *Observer*. Complete the membership application form to obtain an individual subscription and other benefits of IMS membership.

ADVERTISING

Advertising space is available for services and products relating to Montessori education. Marketplace ads are $7 line. Position and Placement ads are $10 each and will be set and edited by us to conform to space requirements. Write for our advertising outline for rates and other information about design advertising.

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BEST AVAILABLE

Announcements

The Education Network, an organization whose purpose is to support the transformation of education to create schools that work for everybody, publishes a newsletter entitled *Education Network News*. This newsletter aims to enhance communication among people consistent with the purpose of the Network. Yearly subscription is $16.00. Contact: Education Network News, P.O. Box 6006, Alhambra, CA 91801.

The Association for Experiential Education will hold its Tenth Annual Conference scheduled for Sept. 9-12, 1982 near Eureka, CA. Workshops and interest group activities in experiential learning will be conducted. Contact: AEE, P.O. Box 4625, Denver, CO 80204.

The Rio Grande Educational Association (RGEA) publishes a newsletter *Kokopeli Notes* for its member schools. For further information, contact: RGES, P.O. Box 2241, Santa Fe, NM 87501.

Friends of Montessori is organized to bring libertarian ideas (i.e., respect for the individual) and Montessori education together. For further information, contact: Leo Alman, 6300 Alderson St., Pittsburgh, PA 15217.

Parents Fight

Cont'd From Page 1, Col. 1

Although the charges against the Dirks have now been withdrawn, the threat of future criminal action remains. Presently, the Dirks continue their home schooling of Melissa.

The Dirks case represents a growing controversy throughout the United States in opposition to compulsory schooling and the coercive conditions in the public schools. In Maryland, the Dirks have joined with others throughout the state in the *Maryland Home Education Association* to support their mutual interests on behalf of the education of their children outside of the public schools.

Louisiana Supports Freedom

Cont'd From Page 1, Col. 3

However, Mr. Jenkins warned that detrimental efforts are underway in the state to re-impose restrictions and limitations on home education and private schools. For example, one bill proposes to force all five year olds to attend mandatory kindergarten classes.

IMS applauds the efforts of Louisiana—and, notably state legislator Woody Jenkins—on behalf of legislation favorable to Montessori education in the state.

Quality of Staff Vital to Parents

According to a recent study conducted by the **Child Care Information Exchange (CCIE),** "Staff Characteristics" and "Logistical Factors" are among the most important concerns of parents in selecting a center for their child.

The CCIE study rated "Staff Characteristics" (e.g., patient, loving, responsible, dependable) as the number one concern of parents in selecting a child care center in five of the ten surveys conducted. "Logistical Factors" (e.g., cost, convenience of location, and hours of service) were also found important to parents. "Group Characteristics" (e.g., staff-child ratios and group size) and "Organizational Characteristics" (e.g., sponsorship, parent involvement) were rated of least concern to parents.

The CCIE study recommended that centers can most effectively respond to parents' concerns by providing logistical information in a clearly written publication containing fees, location, hours and ages served. In addition, CCIE suggests that parents have an opportunity to observe and talk to the teacher whenever possible during their initial visit to the center.

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Positions & Placements

Montessori Teachers: (3-6) (6-9) for Fall 1982. Well-established school. 30 miles north of Boston near ocean and wildlife sanctuary. Salaries negotiable with benefits. Contact: Susan McDonough, Harborlight Montessori School, 243 Essex St., Beverly, MA 01915 (617) 922-1008.

Montessori Teacher: (2-6) for 13 yr. old non-profit school. Parent board, unique built-for Montessori facility. Extended child care for enrolled children only. Contact: Little Rock Montessori School, 3704 Woodland Heights Rd., Little Rock, AR 72212 (501) 225-2428.

Montessori Teacher: (2-6) to work with co-teacher and assistant in a house-classroom with 36 children. Hours 7:30 p.m. - 12 noon. Beautiful environment. Salary negotiable. Please mail resume to: Children's Center for Cultural Development, 3668 Dimond Ave., Oakland, CA 94602, or call (415) 482-3111/Eve. (415) 655-5935.

Montessori Teacher: needed by second week in June for four year olds. Small school. Orange Co., 20 min. from Disney Land. Established 15 years. High reputation. Contact: Montessori Children's World, 431 East Palm Dr., Placentia, CA 92670, (714) 524-2262.

Montessori Teachers: (3-6) (6-9) (9-12). Begin August, 1982, with class of experienced Montessori children. Call or write to: Montessori Child Development Center, 620 Elizabeth St., Denver, CO 80206, (303) 333-9478.

Montessori Teacher: (2-6) needed immediately for south-eastern Wisconsin Montessori pre-school in city thirty miles north of Milwaukee. Enthusiastic, versatile person required to expand present curriculum for school in parent-operated, well established, non-profit school. Send resume to: Jo Benidt, 5650 Colleen Lane, West Bend, WI 53095 or call collect (414) 342-3236.

Elementary traning sponsorship: 1982-83, new parent-run school emphasizing authentic doctrine and genuine Vatican II renewal, opening 6-9, 9-12 classes in Fall, 1983. Candidates must be practicing Roman Catholics. Send resume to: Seton Academy, P.O. Box 192, River Forest, IL 60305.

Elementary training sponsorship: summer of 1982. Contact: Harborlight Montessori School, 243 Essex St., Beverly, MA 01915 (617) 922-1008.

Reality
May 1982
Vol. III, No. 5

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Compulsory Schooling

In 1843, **Charles Lane** wrote in *The Liberator (William Lloyd Garrison, ed.)* about the dangers and harm of mandatory schooling: "Never was there a greater absurdity than to pretend to enfranchise the human mind from ignorance and bad passions by force. Love alone can aid in this work... Children will find their way to school where love teaches the lessons..."

From Maryland Home Education Association Newsletter, May 1982; ***Manfred Smith, ed.***

International Montessori Society

IMS

Membership Directory

Vol. II, No. 1
Spring, 1982

IMS Membership Directory

Price: $5.00

This directory lists all individuals and schools associated with IMS through membership. The purpose of this directory is to enhance communication and participation among IMS members and to publicly acknowledge the membership association of schools and individuals with IMS.

The directory is divided into three separate sections, each listing the three distinct membership categories: individuals, associated schools and Montessori School members. IMS Montessori school membership information includes name, address, telephone, administrator and other program features such as enrollment and age level.

To order, send payment to:
IMS, 912 Thayer Ave., Silver Spring, MD 20910

Free to IMS Montessori school members.

IMS Montessori Schools . . .

Cont'd From Page 1, Col. 2

For further information, contact: Sister M. Christina Bradley, Incarnate Word Montessori, 2930 South Alameda, Corpus Christi, TX 78404, (512) 882-5413.

The New School
Cincinnati, OH

The New School is sponsored by a non-profit corporation. **Linda J. White** is the business manager.

The school program provides full-day sessions at the primary and elementary levels. The elementary program serves children up to the age of twelve.

Special program features include French as a foreign language and a summer Montessori program.

For further information, contact: Linda White, The New School, 3 Burton Woods Lane, Cincinnati, OH 45229 (513) 281-7999.

Oakridge Children's House
Ft. Lauderdale, FL

The Oakridge Children's House is sponsored by a non-profit corporation under the direction of **Robert J. Mueller.** A full-day Montessori program is provided for children ages 0-9.

Special program features of the school include art, music, dance, Spanish as a foreign language, parent education and day care services. In addition, a summer Montessori program is offered.

For further information, contact: Robert J. Mueller, Oakridge Children's House, 1100 S.W. 21st St., Ft. Lauderdale, FL 33315 (305) 524-5160.

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Children at Oakridge Children's House (Ft. Lauderdale, FL)-See article this page.

IMS Membership: *Montessori school members acknowledge their commitment to Montessori principles as set forth in IMS membership criteria. Contact IMS for membership application and criteria.*

Vol. III, No. 6

Sept. 1982

The Montessori OBSERVER

IMS

Power of the Individual

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IMS Materials Workshop (Santa Rosa, CA)

IMS/Santa Rosa Completes Workshop

On Aug. 20, 1982, IMS completed its first materials workshop component of the primary teacher training course in Santa Rosa, CA. This workshop, conducted from Aug. 2-20, 1982, provided a basic preparation in the effective classroom use of a wide range of Montessori materials. A one-day seminar on "cued speech" was also provided.

Students completing this workshop now begin the internship phase of the course—This phase provides practical classroom experience in Montessori schools from Sept. 1982 - June, 1983. Internships will be conducted in Montessori schools near the students' regular residence in Corpus Christi, TX, San Jose, CA, San Francisco, CA, Santa Rosa, CA, Windsor, CA and Petaluma, CA.

The Montessorian
A New Child Project

The elementary class of Montessori Schools, Inc. (Coeur d'Alene, ID) has created a new project—*The Montessorian*—a newsletter for the Montessori community throughout the United States with articles edited, designed and illustrated by the children themselves.

In January, 1982, the 6-12 year old children at Montessori Schools, Inc. published the first issue of *The Montessorian*. **RaNae Stellman,** director of the school, provides adult guidance for this creative and useful project which promises to considerably enhance communication among the children of Montessori schools throughout the country.

The April, 1982 issue of *The Montessorian* featured articles about Montessori schools in Alabama, Michigan, New Jersey, Washington, Oregon and California. Future planned columns include: Pen Pals, The Students Speak Out, Home Activity Corner and Exploring Our Environment.

A one-year, six issue subscription to *The Montessorian* is $15.00. To subscribe or to submit an article or advertising for publication, contact: RaNae Stellman, Montessori Schools, Inc., 1614 Hastings Ave., Coeur d'Alene, ID 83814, (208) 666-1531.

IMS Notes Member schools

The following schools have recently acknowledged their commitment to Montessori principles by their participation in the IMS Montessori school membership program.

Sunrise Children's House
Williamsburg, VA

The Sunrise Montessori School is operated by a non-profit corporation. Administrator of the school is **Susan Fisher.**

The school provides half-day and full-day sessions for children ages 2-6. The full-day operating hours are 7:30-5:30 daily, five days a week. An elementary program will be included in the near future to serve children 6-12 years of age.

Special program features include parent education, a summer Montessori session, and special focus on community education.

For further information about this school, contact: Susan Fisher, Sunrise Montessori School, 856-A Longhill Rd., Williamsburg, VA 23185, (804) 565-0977.

Montessori Learning Center
Batavia, IL

The Montessori Learning Center is under the direction of **Mary Basler.** Enrollment includes 76 children at the primary (2-6) level and 48 children in the elementary (6-12) program.

The school provides daily full-day and half-day sessions at both the primary and elementary levels. Special program features include art, music, French and a summer Montessori session.

For further information, contact: Mary Basler, Montessori Learning Center, 595 S. River St., Batavia, IL 60501 (312) 879-2586.

Montessori Children's Center
Traverse City, MI

The Montessori Children's Center of Traverse City is sponsored by a non-profit corporation. **Rosemarie Turke** is the director.

Cont'd on page 3 col. 2

Is this your Last Issue of the Observer?

If your IMS membership is now due for expiration, this may be your last issue of the Observer. If your mailing label shows an expiration date in the near future—e.g., "10/82"—renew your membership now to make sure of continued uninterrupted delivery of the Observer.

To renew expiring membership, complete and return the application and information form accompanying this issue of the Observer.

PS 026650

Power of the Individual

"Reality"—according to appearances in adult society—suggests that the single individual is essentially without power. External circumstances, such as money and position, seem to determine the limits of one's power. The individual—standing along—appears powerless.

In Montessori education, success in the classroom depends solely on the ability of a single individual—the teacher. However, without relying on external circumstances, what significant "power" can such a single individual teacher exercise in contrast with the potentially detrimental influences of parents, children and school owners? How much real "power" does the individual teacher have in the classroom?

What is Power?

Ultimately, true "power"—the ability to realize results from one's own actions—is not limited or determined by external circumstances such as money or position. True "power" arises uniquely within a single individual and is readily observed in visible, tangible results in the Montessori classroom—i.e., outward behavior of a calm and orderly nature.

The Powerless Teacher

The ineffective teacher—consistently unable to resolve children's misbehavior—demonstrates a limited, finite and uncertain power in the classroom. Such essential powerlessness lies in the teacher's attachment to personality—notably, attachment to certain attitudes and feelings associated with "power" derived from the teacher's own detrimental early childhood experiences. True power in the teacher is realized through a process of disengaging the personality.

Disengaging the Personality

The effective Montessori teacher disengages from one's attachment to personality in the process of "doing nothing". For example, in confrontation with circumstances such as "power struggles" with children, the teacher consciously ceases all external body movements and language. Such a process of "doing nothing" is, in effect, the active observation of the teacher's thoughts, attitudes and feelings with respect to "power". Notably, a feeling of "powerlessness" is naturally and spontaneously resolved as the teacher acts in accordance with the effective application of Montessori principles: individual liberty, observation and preparation of the environment.

Montessori Commitment

"Power struggles" and other forms of misbehavior in children are readily resolved through a course of action consistent with a commitment to Montessori principles. Thus, regardless of the teacher's *feelings* of "powerlessness" in the process of confronting misbehavior in children, the teacher's true power is ultimately seen in the resulting calm and orderly behavior of the children in the classroom.

Power is Transcendent

Even effective teachers can *feel* powerless in the process of confronting persistent misbehavior. However, true power transcends personality, including feelings of "powerlessness". Ultimately, the teacher's external course of action—not feelings or attitudes—will result in predictable and confirmable external behavior of children in the classroom.

Power in Society

The individual teacher's power in the classroom inevitably finds expression in society. Notably, parents and other adults associated with a Montessori teacher are moved by the power of a Montessori teacher. The extension of the Montessori teacher's power beyond the classroom is the creative force realizing Dr. Montessori's vision of a "new education"—a commitment to Montessori principles throughout the entire society.

UNESCO School Project for World Peace

The **UNESCO** Associated Schools Project aims to link schools and children together throughout the world on behalf of world peace and international understanding. Specific projects are determined by the local school focusing on four basic topics: world problems and the role of the United Nations system in solving them; human rights; other countries and cultures; man and the environment.

A primary function of an associated schools project is the sharing and development of information and ideas among the children. Actual classroom activities may include posters, charts, maps, tapes, surveys, field trips, preparing files of news cuttings and reports on specific themes. Shared activities and information between schools in different countries provides a continuing dialogue between the children and schools.

To receive application and other information about starting a UNESCO Associated Schools Project, contact **Mrs. Adelaide Kernochan,** Highgate Rd., Riverside, CT 06878. Outside the United States, contact: UNESCO, 7, Place de Fontenoy, 75700 Paris, France.

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Look for the
October Observer
featuring
Parent Education

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Lee Havis, Executive Director

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Romalda Spalding, Reading Specialist
Dr. Arthur Janov, Psychologist
Dr. R. Orin Cornett, Research Professor

SUBSCRIPTION

Subscription to this publication may be obtained by requesting IMS membership which is open to all individuals for a $15 yearly fee. IMS school members also receive a subscription to the *Observer*. Complete the membership application form to obtain an individual subscription and other benefits of IMS membership.

ADVERTISING

Advertising space is available for services and products relating to Montessori education. Marketplace ads are $7/line. Position and Placement ads are $10 each and will be set and edited by us to conform to space requirements. Write for our advertising outline for rates and other information about design advertising.

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Book Review

The World of the Child

by Aline Wolf
Pub. Parent Child Press
(Altoona, PA, 1982)

> *Backward, turn backward, O Time*
> *in your flight,*
> *Make me a child again*
> *just for tonight.*
>
> ***Elizabeth Akers Allen***

Aline Wolf, author of **A Parents' Guide to a Montessori Classroom** and **A Book About Anna**, continues her communication to parents of young children with her latest publication—*The World of the Child*.

In *The World*, Ms. Wolf deplicts the adventure of an adult suddenly returned to the world of a very young child—a world of giant confusing people, oversized objects and unknown fears. The adult reader can readily relate to the main character's frustration, confusion and fear as he faces the common terrors and mysteries of a young child's daily life experiences.

As the adult returns to the present moment, a new, more sensitive attitude towards the child emerges. In returning to childhood ourselves, Ms. Wolf clearly demonstrates that parents can find a new harmony with the present day reality of their own young child.

56 pages, 25 two-color illustrations, 6½ x 10½. Paperback.

Montessori News Free to IMS Members

Montessori News—new publication from IMS—is available ***free*** in quantities to IMS Montessori school members.

The *Montessori News*, published in an 8-page newspaper format, contains many interesting, informative articles and new items about Montessori education. Such a useful newspaper is ideal for distribution to parents to extend awareness and knowledge of Montessori principles.

Quantities up to a maximum of the enrollment of the school may be ordered free by member schools. IMS pays postage.

Individuals and non-member schools may order copies of the *Montessori News* at the rate of 20¢ each. For quantities over 100, copies are 10¢ each.

To order, send proper amount with request to: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

Montessori School Members

Cont'd from Page 1, Col. 3

The school provides a full-day Montessori program for children ages 2-6. An infant program for children under two is also provided. Special program features include music and a summer Montessori session.

For further information, contact: Rosemarie Turke, Montessori Children's Center, 6105 Center Rd., Traverse City, MI 49684.

Montessori Learning Center Ridgewood, NJ

The Montessori Learning Center of Ridgewood is under the direction of **Pat Janson.** The school program provides a full-day and half-day program for children ages 2-6.

Special program features include art, music, dance, and parent education. For further information, contact: Pat Janson, Montessori Learning Center, 169 Fairmount Rd., Ridgewood, NJ 07450 (201) 445-0232.

Village Montessori School Palm Beach Gardens, FL

The Village Montessori School is sponsored by a non-profit corporation. Co-administrators are **Sarah Armstrong** and **Louise Hall.**

This school provides a half-day primary session and a full-day session at the elementary (6-12) and secondary (12-18) levels. Special program features include parent education, music, dance, Spanish and French instruction and a summer Montessori session.

The schools' Montessori secondary program focuses special attention on "exceptional" students. Mrs. Armstrong notes that "working with the teenage student has proven extremely rewarding."

For further information, contact: Sarah Armstrong, Village Montessori School, 10170 Riverside Dr., Palm Beach Gardens, Fl 33458 (303) 622-0249.

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Marketplace

Outstanding Children's Records/Cassettes. ***Educational Discounts.*** Many artists—including: Tom Glazer, Ella Jenkins, Nikki Giovanni, Hap Palmer, Barry Polisar. Also, Disney and Sesame Street. Write for inventory. Send a SASE to: **Spectrum Records,** 11507 Hitching Post Ln., Rockville, MD 20852.

Positions & Placements

Head Teacher: First year Monessori class. Responsible for extended day class in afternoons. School's 12th year. Experienced teacher preferred. Contact: Amherst Montessori School, Amherst, MA. Call Molly Reynolds (413) 253-5916 daytime.

Mathematician/Montessorian: wanted for long-established Montessori school in Columbia, SC Full day. Age range 9-12 and 12-15. Contact: College of Early Learning, P.O. Box 711, Columbia, SC 29202.

Instructors: Cultural Subjects, Language, Kodaly Music. For IMS Elementary materials workshop, Summer, 1983, 1984. Send resume to: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

Legal Briefs

Tuition Tax Credit... *Is it legal?*

A federal appeals court recently upheld a Minnesota law that permits parents to deduct their children's private school tuition from state income taxes, up to $700, according to the *Ann Arbor News*. The 8th U.S. Circuit Court of Appeals in St. Louis noted the national significance of its ruling since its constitutionality is in question. The 1st Circuit Court of Appeals held that a similar statute in Rhode Island was unconstitutional.

From *National Coalition News*,
June, 1982, Vol. V, No. 19.

Computers in the Classroom

Dr. Peter Gebhardt-Seele, Montessori teacher and computer specialist, has designed an approach to enable the introduction of computer technology into the Montessori classroom. He terms the material used in his approach the "Paper Computer Simulator" (PACS).

Dr. Gebhardt-Seele states that his PACS approach "puts the child in the role of being the computer. It also includes many reading, writing, and math activities, thus using the remarkable fascination of the computer in teaching and repeating other skills."

The PACS approach has been presented by Dr. Gebhardt-Seele in a one-day workshop for teachers which includes presentation of the PACS material, practicing with the material, and practicing on an actual computer. The PACS material itself includes about 70 prints for making the materials, teacher's manual and assembling instructions.

For further information, contact: Dr. Gebhardt-Seele, 5631 Oak Place, Bethesda, MD 20817 (301) 897-8546.

Power of the Individual

Vol. III, No. 6
Sept. 1982

Address correction requested

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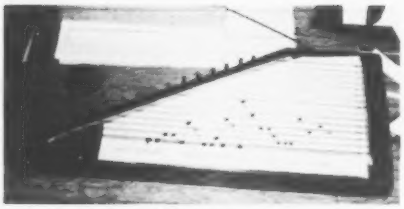

The "Montessori" psaltery

Making Sweet Music

John Maluda, inventor of the "Montessori" harp, now has created a new stringed device known as a "Montessori" psaltery.

The Maluda psaltery employs a special notation chart to enable young children to follow directions to play simple melodies with a minimum of adult supervision.

Maluda creates his stringed instruments with the motto: "Dulce Musica Medicina dolorum"—*sweet music is medicine for sorrow*. This motto seems to highlight his special interest in creating such musical instruments for children.

Mr. Maluda has provided his new psaltery to the Hayfield Montessori School to enable its actual use with children in a classroom setting. His "Montessori" harp has already been successfully employed at this school previously.

Presently, Maluda's "Montessori" harp can be constructed according to a set of plans prepared for such purpose. Cost of these plans is $5.00 each (prepaid). For further information or to order plans, contact: John Maluda, 1901 Ashmoor Lane, Anchorage, KY 40223.

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To order, send payment to:
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Free to IMS members.

International Montessori Society
IMS
Membership Directory
Vol. II, No. 1
Spring, 1982

IMS Membership Directory

Price: $5.00

This directory lists all individuals and schools associated with IMS through membership. The purpose of this directory is to enhance communication and participation among IMS members and to publicly acknowledge the membership association of schools and individuals with IMS.

The directory is divided into three separate sections, each listing the three distinct membership categories: individuals, associated schools and Montessori School members. IMS Montessori school membership information includes name, address, telephone, administrator and other program features such as enrollment and age level.

To order, send payment to:
IMS, 912 Thayer Ave., Silver Spring, MD 20910

Free to IMS Montessori school members.

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Vol. III, No. 7 Oct. 1982

The Montessori
OBSERVER

Parent Education

Published by the International Montessori Society • 912 Thayer Ave. • Silver Spring, Md. 20910 • Phone (301) 589-1127

New IMS Independent Study Course for Teachers and Parents

The new IMS "Montessori Independent Study Course" intends to communicate the ability to effectively apply Montessori principles with children ages 2-6. This carefully guided dialogue with IMS - completed entirely through independent study - enables parents, teachers and other individuals to enhance the quality and effectiveness of their engagement with children at home or in the classroom.

Course work consists of a series of specific lessons sequenced within four distinct, yet interrelated, areas: *Montessori Principles, Observation, Child Development* and *Introduction to Montessori Materials.* Upon enrollment, students receive a Study Guide and various Montessori texts to enable the completion of specific written assignments associated with each lesson. Completed assignments are sent through the mail to IMS according to an individually determined submittal schedule. IMS evaluates each lesson and returns to the student pertinent comments for further study and review. This personal dialogue between IMS and the individual student considerably enhances the clarity and communication with regard to the subject matter engaged in each lesson.

The following components are included:

Initial Observation Report

This "Initial Observation Report" requires the student to observe a Montessori classroom and complete a written report based on a specific outline format. The completed report is then submitted to IMS for its evaluation and comments. This initial report clarifies the student's prospective of Montessori education and enables IMS to more effectively communicate with the student in subsequent lessons.

Montessori Principles

This section consists of a series of nine separate lessons which develop basic knowledge of Montessori principles. Each lesson provides a specific substantive IMS commentary, a reading assignment from certain Montessori texts and a written assignment which is submitted to IMS for its evaluation and comments. Written assignments generally address the student's own personal experiences with regard to the subject

Cont'd on Page 3, Col. 2

Montessori in South America

IMS acknowledges its new Montessori school member in **Huacayo, Peru** (South America) - - the **Maria Montessori School. Jely Acosta** is the owner and one of the teachers at this school located near Cuzco in the Andes mountains.

The school program provides a full-day, 8-hour daily Montessori session for children ages 0-6. Special program features include music, art and English as a foreign language. Spanish is the regular language at the school.

For further information, contact: Jely Acosta, The Maria Montessori School, Prolg. Libertad 1830, El Tambo, Huacayo, Peru, South America, Tel. 23-39-17.

Montessorians Oppose New Illinois Regulations

In October, 1982, Illinois is threatening to impose new child care regulations which could adversely affect many Montessori schools in the state. Such new regulations would apparently include certain inflexible teacher-child ratios, group size limitations and teacher training requirements adverse to Montessori education.

The **Montessori School of Champaign-Urbana** and other schools and individuals in Illinois have recently taken a stand in opposition to these regulations. **Rita Young,** director of the IMS member school in Champaign-Urbana has specifically recommended to the state that a waiver provision be established to enable licensing representatives to make exceptions when it can be shown that "such exceptions can be made without loss of quality in a program". IMS has likewise

Cont'd on Page 3, Col. 3

Students and children participate in "Cued Speech" seminar in Santa Rosa, CA - Aug. 14, 1982 -

IMS Adopts "Cued Speech"

On August 14, 1982, **Joan Rupert** conducted a *"Cued Speech"* seminar for students in the IMS/Santa Rosa Montessori Teacher Training Program (Santa Rosa, CA) to enable the use of this unique visual phonetic system with children in the Montessori classroom. *"Cued Speech"*, developed by IMS Advisory Board Member **Dr. Orin Cornett** in the 1960's, is a phonetically based system of eight hand shapes and four hand positions which are combined with speech to produce visually different patterns for each syllable of the spoken language.

Although originally developed for teaching the deaf to speak and read, *"Cued Speech"* has been found valuable to develop phonics skills in normal children. The value of this system seems particularly apparent in the discrimination of vowel sounds in words and with children with learning difficulties.

IMS believe that *"Cued Speech"* fills an important and needed function in the Montessori classroom and that facility in this system would be extremely useful for Montessori teachers. Accordingly, IMS plans to include a *"Cued Speech"* seminar in the regular required

Cont'd on Page 4, Col. 3

PS 026550

Parent Education

Nature inspires both parents with love for their little ones . . . all parents renounce their own lives to dedicate them to their children."

M. Montessori
Absorbent Mind, p. 31

Dr. Montessori recognized and admired the naturally powerful and nurturing bond between parent and child. Montessori education strengthens this natural, supportive bond by communicating to parents a commitment to the principles of individual liberty, observation and preparation of the environment. This communication appears as the "Parent Education" program of the Montessori school - - a vital and natural extension of Montessori principles beyond the classroom.

Parent-Child Relationship

Effective parent education begins with the recognition that the foremost reality in the young child's life - - whether at school or at home - - is the status of its relationship with its parents. Educational efforts on behalf of the child cannot avoid the fundamental parent-child relationship without seriously limiting their impact and effect on the child. The Montessori school functions essentially to support and nurture this fundamental relationship. Thus, the parent-school relationship is a critical component of the child's total experience at school.

Parent-School Relationship

Parents naturally relate to the school by providing their financial support and by leaving and picking up their children. Thus, the parent is brought into close contact with Montessori education on a frequent basis. For example, parents are able to observe the classroom and speak with the teacher during certain "transition points" when the child is dropped off or picked up. These daily "transition points" are useful opportunities for parent-school communication. In a recent study of day care centers, Dr. Douglas Powell noted that:

> **"The highest frequency of communication between parents and caregivers occurs at the 'transition point' when parents leave and pick up their children. Telephone communication is moderately used. Parent-caregiver conferences are infrequently used . . . visits to home by center staff are almost non-existent."**

Child Care Information Exchange
July/Aug. 1982

A Matter of Communication

A school's "parent education" program is essentially a matter of communication; e.g., informal communication with parents on an individual basis, regular newsletters, monthly meetings, special events. The basis for the effectiveness of such efforts is the quality and openness of the communication between parent and school - - reflecting admiration and esteem for the substantial commitment parents have made on behalf of their children. Lacking such admiration and esteem, parent education efforts will have only limited impact and value.

The "Enemy"

School staff and teachers can readily fail to realize their admiration and esteem for parents who openly employ punishment, manipulation and fear with their children. Such parents are easily perceived as ignorant, stubborn, cruel, insensitive and generally incompetent with children. To the extent that school staff view parents within an attitude of blame and resentment for such behavior, parents are considered essentially as the "enemy" of the child - - tolerated only to the extent of receiving tuition payments and bringing the child to and from school. Such alienation of the parent fundamentally denies the parents' primary and critical function in support of the child's development. To effectively resolve such alienation and attitudinal barriers towards parents, school staff and teachers need to engage the blame and resentment they carry towards their own parents.

Blame and Resentment

The normal adult carries considerable blame and resentment resulting from painful early childhood experience - - parents are inevitably recognized as the target of such hostility. **Nicholas Barton** of the **Primal Institute** (Los Angeles, CA) indicated in the *Primal Institute Newsletter* (June, 1982) that, with respect to painful early childhood experiences, "parents who not only determine the development of their children but are their very origins are bound to be implicated". Mr. Barton noted further that **Primal Therapy** engages such painful early experiences through a process of expressing feelings associated with those experiences.

An End to Reproach

In **Primal Therapy**, parents are the target of blame and resentment only to enable completion of certain reactive

Cont'd on Page 4, Col. 1

IMS Montessori School Membership

Is your school committed to the effective application of Montessori principles? If so, IMS invites you to publicly acknowledge this commitment through IMS Montessori school membership. For an annual fee of $45.00, your school receives a certificate of membership and listing in the IMS Membership Directory. Additional benefits include:

1. *One-year subscription to "Montessori Observer";*
2. *20% discount on all IMS Montessori publications;*
3. *10% discount on outdoor activity equipment;*
4. *Free issues of IMS "Montessori News" for distribution to parents;*
5. *"Montessori" bumper sticker;*

. . . and much more.

Send fee with response form to apply or write directly to:

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November Observer
featuring
Self-Image

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published by
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(301) 589-1127
Lee Havis, Executive Director

The Montessori Observer is mailed eight times each year to IMS members throughout the world. The *Observer* is sent during the following months: Jan., Feb., March, April, May, Sept., Oct., and Nov. The purpose of this publication is to provide news and information about the development of Montessori education to extend awareness of Montessori principles and promote harmony within the Montessori community.

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Book Review

The Montessori Approach to Special Education

by Lena Gitter
Pub. Mafex Associates, Inc.

Lena Gitter, noted Montessori author and educator, has provided an abundance of useful, practical information about the special child in her publication - - **The Montessori Approach to Special Education**. This 227 pg. publication, complete with numerous photos and illustrations, encompasses a wide range of applications, uses, exercises and procedures drawn on Mrs. Gitter's considerable practical background participating with and observing the work of Montessori schools dealing with children with learning problems.

A unique feature in *Special Education* is some rare and insightful historical data including a reprint of early lectures by Dr. Montessori about special education (Circa. 1900) and a detailed discussion of ideas and procedures employed by Itard and Seguin in the 1800's.

The *Montessori Approach to Special Education* appears to have amply filled Mrs. Gitter's intention "to draw attention to the special value of Montessori for children with learning problems". Readers outside the field of special education will also find value and interest in this publication.

Order from IMS. $9.95, 8½ x 11, paperback, 227 pgs.

New IMS Member in Illinois

IMS acknowledges the **Montessori School of Lake Forest** - new IMS Montessori school member in Lake Forest, IL. **Lissa Hektor** is the administrator of this school.

The Montessori School of Lake Forest has an enrollment of 42 primary-level children and 110 children in an elementary level (6-9) program. A half-day program is provided on a daily basis. Special features at the school include art, music, instruction in Spanish and German, and a summer Montessori program. Parent education is also provided.

For further information, contact: Lissa Hektor, Montessori School of Lake Forest, 1180 S. Western Ave., Lake Forest, IL 60045 - (312) 234-8653.

***IMS Membership*: Montessori schools complying with IMS criteria are eligible for IMS Montessori school membership. Annual fee is $45.00. To apply, send fee and application to: IMS, 912 Thayer Ave., Silver Spring, MD 20910.**

Independent Study Course

Cont'd from Page 1, Col. 2

matter of the lesson - - e.g., students may be directed to relate specific experiences in one's own childhood to the subject matter of the lesson. Specific topics are:

1. **Montessori Overview**
2. **Importance of 0-6 Age Range**
3. **Normalization**
4. **Freedom and Discipline**
5. **Fantasy/Imagination**
6. **Teacher's Function**
7. **Montessori Classroom Environment**
8. **Lesson Presentation**
9. **Montessori and Beyond**

Observation

Four visits to a local Montessori classroom (total 12 hours) are required in this section. During each visit, the student observes the classroom for a three-hour period according to various outline formats. Written observation reports are submitted to IMS for its evaluation and comments. The following outline formats are included: **Physical Environment, The Child, The Teacher, Teacher/Child Engagement, Child/Physical Environment Engagement, Total Classroom.**

Child Development

This section consists of four separate lessons which engage basic knowledge of the child and its development. These lessons generally address practical problems which arise with children relative to personality and management of misbehavior.

Each lesson consists of a substantive IMS commentary and a written assignment relative to such commentary. The written assignments aim to relate personal experiences of the student with the particular issues addressed. These assignments are submitted to IMS which provides its evaluation and comments. Specific lessons are:

1. **Child's Life in Society**
2. **Development of Intelligence**
3. **Classroom Management**
4. **Classroom Management Practicum**

Introduction to Montessori Materials

The four lessons of this section introduce and examine the use of Montessori materials. Each lesson consists of a substantive IMS commentary, reading assignments from certain Montessori texts and a written assignment reflecting basic knowledge of the subject matter in the pertinent lesson. Assignments are submitted to IMS for its evaluation and comments. The four lessons are:

1. Practical Life
2. Sensorial
3. Language
4. Math

Cont'd on Page 4, Col. 3

Positions & Placements

Elementary Montessori teacher: for 1983. School is ten years old. Has three 3-6 classes, transitional class and two 6-9 classes. Call or send resume to Sr. Deanna, Montessori Child Dev. Center, 620 Elizabeth St., Denver, CO 80206 or call (303) 333 - 9478.

Instructors: Cultural Subjects. Language. Kodaly Music. For IMS Elementary materials workshop. Summer, 1983, 1984. Send resume to: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

Announcements

The Center for the Study of Children's Literature at Simmons College (Boston, MA) will hold a series of Saturday workshops for teachers on children's literature. On Saturday, Nov. 13, 1982, Boston poet Judith Steinbergh will direct a workshop on poetry in the classroom. For more information, contact: Georgia Bartlett, The Center for the Study of Children's Literature, Simmons College, 300 The Fenway, Boston, MA 02115 or call (617) 738-2257 or 738-2258.

The College of Early Learning, IMS Montessori school member in Columbia, SC, will conduct a workshop on "Advancement of the Montessori Method", Saturday and Sunday, Nov. 13 and 14, 1982. Mathematics for children aged 6-15 and "Apple Logo" (an easy to use, powerful computer language) will be presented. Enrollment fee is $150; checks payable to "College of Early Learning". For further information, contact: B. W. Holcombe, College of Early Learning, P.O. Box 711, Columbia, SC 29202.

The Montessori Association of New England (M.A.N.E.) has a two-day workshop scheduled for Nov. 13 and 14, 1982. A combination of lectures, demonstrations and presentations is planned. For further details, contact: Martha Logue, Lexington Montessori School, 130 Pleasant St., Lexington, MA 02173.

Illinois Regulations

Cont'd from Page 1, Col. 2

expressed its support for a waiver to inflexible regulation of Montessori schools in the state.

Timothy V. Johnson, member of the Illinois House of Representatives recently stated his support of Montessori education in the state: ". . . everyone believes Montessori has an advanced positive, beneficial program for children. To inflexibly adopt the proposed regulations . . . would be an undesirable result."

IMS applauds the willingness of schools and individuals in Illinois to stand up for Montessori education in the state. To express a position with regard to the enforcement of these regulations in Illinois, contact: **Ms. Nancy Silvers,** Assistant to the Governor for Human Services, Office of the Governor, State Capital, Springfield, IL 62706.

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Oct. 1982

Parent Education

Parent Education

Cont'd from Page 2, Col. 2

mechanisms associated with early painful experiences. Mr. Barton noted that "At some point a person must be done with reproach . . . full expression of feelings will lead to the end of blame and resentment." Such resolution of hostility towards one's own parents opens a new possibility for clear and empowering communication with all parents.

A Partnership

Effective parent education responds to the expressed interests and concerns of parents - - providing opportunities for sharing and learning together based on these interests and concerns. School staff, teachers and parents thereby engage in a working partnership on behalf of the child. Such a cooperative undertaking eventually realizes benefits in parent loyalty towards the school and extended community support and communication on behalf of Montessori education.

Montessori in the Home

Communication with parents at school and the changing behavior of the normalized child at home gradually and naturally lead parents to correct detrimental conditions at home and to realize a new, effective relationship with their children. Ultimately, a new home environment is created, consistent with Montessori principles. This ultimate result - - Montessori in the home - - confirms the full value and effectiveness of a school's commitment to "parent education".

Subscribe to

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"Collegiate News" in South Carolina

"Collegiate News" is the attractive new newsletter of the **College of Early Learning** - - IMS Montessori school member in Columbia, S. C. This informative publication features a combination of illustrations, pictures and articles - - written by both teachers and children at the school.

Articles in the most recent issue included: a description of the "school store" where elementary and junior children are able to buy their own school supplies; a "Weather Station" project at the school; and, an "entertainment" page about music and theater projects and other activities at the school.

The *"Collegiate News"* demonstrates a highly professional quality of both design and content in a school newsletter. For further information, contact: **B. W. Holcomb,** College of Early Learning, 2830 Broad River Rd., Columbia, S. C. 29210.

IMS welcomes information about school projects and activities such as the *"Collegiate News"* to enable sharing of ideas with the readers of the "Observer". Send to: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

Is this your Last Issue of the Observer?

If your IMS membership is now due for expiration, this may be your last issue of the Observer. If your mailing label shows an expiration date in the near future - e.g., "11/82" - renew your membership now to make sure of continued uninterrupted deliver of the Observer.

To renew expiring membership, complete and return the application and information form accompanying this issue of the Observer.

Independent Study Course

Cont'd from Page 3, Col. 2

Certification and Credit

Individuals completing all course requirements and meeting all financial obligations will receive an acknowledgement letter verifying completion of the equivalent of Phase I and II of the IMS Primary Montessori Teacher Training Program. Individuals completing subsequent required course work in an approved IMS Montessori Teacher Training Program, will be eligible for IMS Montessori teacher certification. The acknowledgement letter issued upon completion of the Montessori Independent Study Course is valid for credit towards IMS Montessori teacher certification as indicated here for five years from the date of such acknowledgement.

Application Procedures

Send request for catalog, tuition and program information and enrollment application to: IMS, 912 Thayer Ave., Silver Spring, MD 20910. Upon enrollment, the student will promptly receive the IMS Study Guide and required texts to begin the course.

Cued Speech

Cont'd from Page 1, Col. 3

schedule of IMS Montessori teacher training.

IMS will observe IMS Santa Rosa interns using *"Cued Speech"* in their classrooms during the 1982-83 school year. These observations will enable IMS to confirm and study the particular value and benefit of this unique visual phonetic system as applied with children in a Montessori classroom setting.

For further information about *"Cued Speech"*, contact: Dr. Orin Cornett, Office of Cued Speech, Gallaudet College, 7th and Florida Ave., NE, Washington, D. C. 20002.

Vol. III, No. 8

Nov. 1982

The Montessori OBSERVER

Self-Image

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Montessori in New Zealand

The New Plymouth Montessori Association *(New Plymouth, New Zealand)* publishes a newsletter about its own school program and other activities concerning Montessori education in New Zealand. Jill Chivers, National Coordinator of the Association, has recently expressed her special interest in exchanging information with Montessori schools in other countries. She states that *". . . we are so very isolated here in New Zealand, please could you make a special effort to send a note or a newsletter of your own in return for our news?"*

To exchange school information, contact: Jill Chivers, New Plymouth Montessori Association, P.O. Box 392, New Plymouth, New Zealand.

Montessori Challenged in Massachusetts

The Montessori Association of New England (MANE) recently reported the "shocking news" that the Massachusetts Office for Children is planning to toughen enforcement of its regulation of Montessori schools in the state. MANE has urged that the state Montessori community "let it be known that we have a serious problem with the regulations in relation to staff/group ratios, age groupings, and other issues which make it difficult to operate as a Montessori school."

MANE notes that an organizational effort among Montessori school administrators is underway to "deny the Commonwealth regulatory jurisdiction over Montessori schools under the Office for Children." For further information, contact: *MANE, c/o Martha Logue, 130 Pleasant St., Lexington, MA 02177.*

REMINDER

To make sure that you keep receiving your Montessori Observer newsletter, please renew your membership subscription promptly. The expiration date of your membership should be clearly visible on the mailing label.

Elementary Montessori by Independent Study

IMS now plans to aid the development of Montessori education for the 6 - 12 year old child through a unique independent study format. The "*IMS Montessori Elementary Independent Study Course*" consists of a sequence of nineteen (19) lessons, with twelve (12) hours of classroom observation, which aims to prepare Montessori primary trained teachers to effectively apply the three Montessori principles, i.e., "*Observation*", "*Individual Liberty*" and "*Preparation of the Environment*" - with the elementary aged child.

In this new IMS course, the student follows directions in the IMS Elementary Study Guide to complete assignments in Montessori Principles, Observation, Child Development and Introduction to Montessori Materials. IMS commentary in the study guide is supplemented by specific reading assignments in various Montessori elementary texts which are included in the cost of the course.

All assignments are completed at the student's own residence in conjunction with a nearby Montessori school. The following components are included:

Montessori Principles

This component consists of seven (7) separate lessons directed to Montessori principles as applied to the elementary child. For each lesson, the student submits a written assignment to IMS based on study of the subject matter in the study guide and the assigned portions of the required texts. IMS provides a detailed response to each assignment to clarify and refine the student's remarks. Specific lessons are:

1. The New Education
2. Cosmic Education
3. Ordering the Mind
4. The Outgoing Child
5. Role of the Teacher
6. Montessori Elementary Environment
7. Erdkinder and Beyond

Observation

Four visits to a Montessori classroom (12 hours total) are required in this component. During each visit, the student observes the classroom for a three hour period according to a specific format which aims to uncover certain essential aspects of the nature of the elementary aged child. Written reports are submitted and evaluated by IMS. Observation formats are: Physical Environment, Child Comparison, The Teacher, Teacher/Child Engagement, Child/Environment Engagement, and Total Classroom.

Cont'd on Page 4, Col. 1

Children's program at the Loving Tender Care Montessori School (Warren, MI) - See Article, Page 3

PS 020690

Self-Image

The Cosmic Message -

> *"Old one,"* **spoke the youth,** *"Change says 'I WILL BE,' and Form says 'I AM.' What is it that TRUTH says?"*
>
> *"Listen."*, **whispered the old one.**
>
> **And TRUTH spoke in the young one's heart. His eyes met those of the old one. And they both were filled with joy.**
>
> *From the* **Ascender,**
> *Vol. 1, No. 1, Spring 1982*

"Self-Image" - the perception of one's *"self"* - has traditionally been viewed as either Form ("I AM . . .") or Change ("I WILL BE . . ."). Although *"self-image"* is a common subject for consideration among educators and psychologists, the fundamental truth beyond such a concept is seldom confronted.

The "Positive" Self-Image

Many parents and teachers consider a "positive" self-image as the foremost essential for a child's successful development in society. For example, it is commonly believed that a "positive" self-image ("I AM . . . worthy; powerful; socially acceptable") is vital to instill in young children.

"I WILL BE . . ."

In Montessori education, "self-image" has typically been associated with a process of change ("I WILL BE . . ."). For example, Dr. Montessori spoke of the child *"creating the man he will become"* and the Montessori teacher as engaged in a process of *"self-perfectionment"*. However, Dr. Montessori clearly recognized a great truth even beyond the "self" as a process of change: " *. . . one day as I looked upon the children with great respect and affection, I placed my hand upon my heart and asked 'Who are you?'* " (The Secret of Childhood, 1981 ed., p. 115).

"Who are You?"

Dr. Montessori's discovery of a deep experience of awe and creative empowerment with children was a result of her superb ability to observe. Montessori teachers aim to re-create Dr. Montessori's mysterious experience of the child's true nature in the classroom by applying three specific principles: (1) *"Observation"*, (2) *"Individual Liberty"*, and (3) *"Preparation of the Environment"*. Notably, Montessori teachers aim to observe the children as their primary classroom function.

Observation

"Observation" - as a Montessori principle - aims to reveal those aspects in the child's environment which deter the expression of the child's true nature. Foremost among the detrimental influences which tend to persist in the child's environment is the teacher's "personality"; i.e., the teacher's entire system of beliefs, thoughts, judgments, opinions and feelings. At the core of such "personality" lies the teacher's own "self-image"; a perception of "self" hidden deeply within one's belief system, covered by layers of unconsciousness. One's attachment to such "self-image" readily persists within the massive detrimental conditions of adult society.

The Little Individual

In the face of atomic holocaust and massively destructive forces in society, the adult's traditional "self-image" is that of a "little individual" - a relatively insignificant part of the total evolutionary functioning of mankind. Thus R. Buckminster Fuller views the fundamental dilemma of modern man as *"the greatest of problems ever to confront humanity - What can the little individual human do about the supranational corporate power structures and their seemingly ungovernable capability to corrupt?"* (The Review, Nov. Dec. 1982, p.4) Such a fundamental dilemma is not effectively engaged from the perspective of one's "self-image".

Resolving the Dilemma

Any "self-image" based on form, regardless of how praiseworthy and noble, presents the individual as a fixed part of the existing structure of society. Such a fixed position, in effect, creates the very opposing positions which one seeks to deter. "Self-image" based on change, forever in process towards a state of being which is never fully realized, fails to address the present moment where one's true experiences occur. To effectively engage the fundamental dilemma of life, "self-image" must be transcended by the creative power uniquely within the individual.

The Creative Ability

A quality unique to the "little individual" is the ability to create - to allow something into existence, now, from nothing. Such creative power - e.g., to create an entirely "new reality" regardless of external circumstances - is normally hidden by one's tendency to react to circumstances according to "conditioned reflexes".

Cont'd on Page 3, Col. 2

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1. *One-year subscription to "Montessori Observer";*
2. *20% discount on all IMS Montessori publications;*
3. *10% discount on outdoor activity equipment;*
4. *Free issues of IMS "Montessori News" for distribution to parents;*
5. *"Montessori" bumper sticker;*

. . . and much more.

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ADVERTISING
Advertising space is available for services and products relating to Montessori education. Marketplace ads are $7/line. Position and Placement ads are $10 each and will be set and edited by us to conform to space requirements. Write for our advertising outline for rates and other information about design advertising.

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Announcements

The Montessori Association of New England (MANE) will sponsor a workshop on Jan. 4, 1983, 1 - 4 pm, in Scituate, MA. Fee is $20 (MANE members); $25 (non-members). Workshop theme is *"Learning Styles: What are the Implications for educators!"*. Dr. Anthony Gregore, author of the book *An Adult's Guide to Style* will conduct the session. For further information, contact: Charles Terranova, Montessori Community School, 136 Cornet Stetson Rd., Scituate, MA 02066; (607) 545 - 9628.

NCAKE, Northern California Kodaly Educators, are planning a series of meetings for the 1982 - 83 school year. The Jan. 29, 1983 meeting will present a collage of songs and canons. For further information, contact: Martha Wall, President, 115 Leland Way, Tiburon, CA 94920 or Nancie Kester, Past President, 401 Vermont, Berkeley, CA 94707.

The Organization of American Kodaly Educators (OAKE) will hold their 1983 Conference March 10 -13, 1983 in Seattle, WA. Theme of the conference will be *"Into the Next Century"*. For further information, contact: Kathryn Piemke, 607 Follow Through, Yakima, WA 98901.

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The Final Exam...

R. Buckminster Fuller, noted inventor and supporter of Montessori education, recently noted his view of humanity as presently engaged in a "*final exam*" with regards to its continued existence on Earth. In The Review (Nov./Dec., 1982) he stated that "The present evolutionary crises of humans on planet Earth is that of a final examination for their continuance in Universe. It is not an examination of political, economic, or religious systems, but of the integrity of each and all individual humans' responsible thinking and unselfish response to the acceleration in evolution's evermore unprecedented events . . . Careless unchallenged persistence of a myraid of . . . misinformed brain reflexings of the masses will signal such lack of people's integrity as to call for the disqualification of humanity and its elimination by atomic holocast."

Self-Image

Cont'd from Page 2, Col. 2

Conditioned Reflexes

From one's individual perspective, the major barrier in society to realizing one's creative power is one's " . . . uncoped-with, obsoletely conditioned reflexes." (Fuller, *The Review*, Nov./Dec., 1982, p.5). One tends to react to circumstances, e.g., status, attitude, physical surroundings, without even considering that such circumstances per se have no power whatsoever. The apparent power of circumstances lies in our responses - our relationship - to such circumstances.

Relating to Circumstances

Circumstances per se have no inherent significance or value whatsoever. The value of a circumstance lies completely within one's own individual power. Even the most apparently insignificant of events, e.g., picking up a piece of paper off the floor, becomes valuable as a result of one's relation to that event. Realizing one's inherent power, at every moment of time, regardless of circumstances, is an experience of one's true, transcendent "self".

The Transcendent Self

The experience of one's true "self" transcends time/space limitations and does not persist. Such an experience can only be created in the present moment. External circumstances, contrary to one's "transcendent self", are necessary to enable one to experience this reality; e.g., "sadness" enables the experience of "joy"; knowledge of "pain" gives meaning and value to the experience of "pleasure". Ultimately, one's "self-image" enables the experience of one's "transcendent self".

On Guard in Maine

Guardians of Education for Maine (GEM) is an organization fighting attempts by the State Dept. of Ed. and the Legislature to take over all private, Christian, and home schools in the state of Maine by *"updating archaic language"* of the Education Laws. In spite of GEM's efforts new legislation has increased the penalties for Truancy to up to $500 and a requirement that the offender undergo counseling. GEM's efforts did succeed in removing the word "approved" from the requirements for Correspondence Schools. However, GEM feels all who care about non-public education should watch legislative developments for further encroachments on their freedoms. Call or write Mrs. Bettina Dobbs, Cushing, Maine 04563; (207) 354 - 6336 for further information.

Reprinted from **National Coalition News (Oct. 1982, Vol. V, No. 20),** *newsletter of the* **National Coalition of Alternative Community Schools, (Ann Arbor, MI).**

Positions & Placements

Montessori Elementary Teacher: (9 - 12) trained elementary teacher for 1983. School is ten years old. Has three 3 - 6 classes, transitional class and two 6 - 9 classes. Call or send resume to Sr. Deanna, Montessori Child Development Center, 620 Elizabeth St., Denver, CO 80206. (303) 333 - 9478.

Instructors: Cultural Subjects, Language, Kodaly Music. For IMS Elementary materials workshop. Summer, 1983, 1984. Send resume to: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

IMS Member Schools

Warren, MI

The Loving Tender Care Montessori School provides a full-day program for children ages 2 - 6, 8:30 - 3:30 daily. Mrs. Jacob, the school owner, notes that *"our ultimate goal for the very near future . . . is to purchase and open a complete School of our own and have Elementary as well as Primary."*

A special feature at this school includes various children's programs for parents given by the children themselves throughout the year. Mrs. Jacob states that "These and other occasions are also Video Taped and shown at a later date to the parents and children. The response and enthusiasm to these programs and tapes are so remarkable sometimes we have as much as four to five hundred people attend."

For further information, contact: Mrs. Jacob, Loving Tender Care Montessori School, 29500 Westbrook (Wildwood School), Warren, MI 48092, (313) 979 - 5166.

Little Rock, AR

The Little Rock Montessori School is under the direction of Marsha Spears. This IMS school serves children from 12 months to six years of age. The daily schedule provides both full day and half day sessions, with extended day care hours 7:15 am - 6:00 pm.

The school's "Infant/Toddler" program has fourteen children enrolled ranging in age from 12 months to 2½ years of age. Mrs. Spears notes that "Their sense of order is extremely rigid and they are eager to learn to manage their environment and physical needs independently . . . walking on the line, tumbling, simple exercises and an indoor climbing gym answers the need for movement that is so important to these children."

For further information, contact: Marsha Spears, Little Rock Montessori School, 3704 Woodland Heights Rd., Little Rock, AR 72212, (501) 664-4815.

Vol. III, No. 8
Nov. 1982

Self–Image

The Montessori
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- Montessori classroom observations

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Lee Havis, *Director*

Elementary Montessori

Cont'd from Page 1, Col. 3

Child Development

This component consists of four separate lessons to examine the characteristics and unique nature of the 6 - 12 year old child. Development of personality and social relationships are specific areas considered. Two of the lessons relate specifically to the management of misbehavior in a Montessori elementary classroom environment. For each lesson, the student completes a written assignment and receives IMS response and commentary with regard to the student's remarks. Specific lessons are:

1. **Child's Life in Society**
2. **The Elementary Child**
3. **Classroom Management**
4. **Classroom Management Practicum**

Introduction to Montessori Materials

This component examines the use and purpose of Montessori elementary materials in four separate lessons. A specific written assignment for each lesson enables the student to clarify and explore certain of the critical aspects of each of the various areas of the Montessori elementary curriculum. *"Music"* is considered in a separate lesson according to the Kodaly approach. The four lessons are:

1. Cultural Subjects
2. Math
3. Language
4. Music

Certification and Credit

Students completing this independent study course receive an acknowledgement of such completion valid for five years as satisfactory completion of Phase I of the IMS Elementary Montessori Teacher Training Program for certification. Thus students completing this independent study course are eligible to participate in subsequent phases of elementary teach training - Materials Workshop (Phase II); Individual Research (Phase III); and Final Evaluation Period (Phase IV).

Admission Policy

Admission is open to all individuals having certification from a Montessori primary teacher training program. Practical Montessori teaching experience is preferred.

Enrollment Procedures

Enrollment procedures include completion of an application form and submittal of registration fee with official college transcripts. Enrollment is open at all times.

Send request for catalog, tuition and program information to: IMS, 912 Thayer Ave., Silver Spring, MD 20910. Upon enrollment, the student will receive the IMS Elementary Study Guide and required texts to begin the course.

Vol. IV, No. 1

Jan. 1983

IMS

The Montessori

OBSERVER

Time

IMS Consultation for Montessori Schools

Inadequate staff training and inappropriate regulations and policies can severely hamper the administrator's efforts to assure a school's effective application of Montessori principles. To effectively engage and resolve such difficulties, IMS now offers its unique expertise and knowledge to schools through a program of direct personal consultation.

The new IMS school consultation service will provide a skilled representative to observe and critically evaluate the school's classroom environment and program operation according to the IMS Montessori school membership criteria. Based on such evaluation, IMS will

Cont'd on Page 3, Col. 2

Private Schools Unify in New York

Montessori and other private schools in New York are under seige by the State Department of Social Services - according to **Bernard Sherwin,** director of a private Montessori school in that state. Mr. Sherwin notes that some private schools have unified to confront this common challenge and to fight the state's onerous regulation and harrassment of individual schools.

Unified Private Schools, an organization of Montessori and other private schools, is presently considering what action to take during this next year as the State Department of Social Services continues *"to pick off one school at a time as they have been doing."* Specifically, Sherwin states that *"one of our three schools was just handed a summons and complaint from the state because we operate for more than three hours per day."*

For further information about legal issues concerning regulation of private schools in New York, contact: Bernard Sherwin, Montessori Children's School, Central and Jerusulem Aves., Massapequa, NY 11758.

Cheryl Hudson with children at the Blue Mountain Montessori School (La Grande, Oregon)

IMS Montessori Schools

La Grande, Oregon

The Blue Mountain Montessori School was opened in Fall, 1982 by **Hank** and **Cheryl Hudson.** This new IMS member school now has an enrollment of 43 children in its full-day program for children ages 2-6. Mr. and Mrs. Hudson serve as co-directors and co-teachers at the school.

Special program features at the Blue Mountain School include music and art with German and Spanish taught as foreign languages. Mr. Hudson notes that future plans for the school include a summer Montessori program.

For further information, contact: Hank Hudson, Blue Mountain Montessori School, P.O. Box 1334, La Grande, OR 97850, (503) 963-6908.

Westerville, Ohio

Blendon Woods Montessori Academy, sponsored by a non-profit corporation, is under the direction of **Suzanne Willson.** Full day sessions are provided for children ages 2-12, including extended day care hours from 6:30 a.m. - 6:00 p.m. daily.

Special program features include art, music, gymnastics, parent education and Spanish as a foreign language. For further information, contact: Suzanne Willson, Blendon Woods Montessori Academy, 3427 E. Dublin-Granville Rd., Westerville, OH 43081, (614) 882-7738.

Hamden, Connecticut

The Vicarage School of Montessori provides a full-day Montessori session for children ages 2-6. Day care services are available to extend the daily hours from 7:30 a.m. - 5:30 p.m. **Susan Abbett** is the director of this IMS member school.

A special feature of the Vicarage School of Montessori is a program for children during the summer months. For further information, contact: Susan Abbett, The Vicarage School of Montessori, 321 Ridge Rd., Hamden, CT 06517, (203) 288-2116.

Time

"Consider how all things such as they now are, in time past also were; and consider that they will be the same again."

Meditations of Marcus Aurelius,
Chapt. X, Verse 27

Teachers and parents often seem vexed with considerations about time in relation to young children. Patterns of impatience, boredom, frustration and procrastination reveal a significant barrier to realizing one's joyful and spontaneous harmony with children in the present moment.

Patterns

Roman Emperor **Marcus Aurelius**, a follower of **Socrates** and **Plato,** viewed "time" as a chaos of motion and change — a violent stream of events. He saw this stream of events as a repeating pattern of similar circumstances occurring throughout history.

> **"Place before thy eyes entire dramas and stages of the same form, whatever thou hast learned from thy experience or from older history . . . all those were such dramas as we see now, only with different actors."**
>
> *- Meditations of Marcus Aurelius,*
> *Chapt. X, Verse 27*

For Marcus Aurelius, the present moment was the all-inclusive decisive time in which one's life is genuinely lived. He stated that *"every man lives only this present time, which is an indivisible point, and the rest of his life is either past or it is uncertain."* **(id.,** ***Chapt. III, Verse 10)***

The Present Moment

Viewed as a "point in eternity," the present moment is both a point of arrival and a point of departure for one's life. In essence, the adult and child meet at this crucial point in eternity; the adult arriving, the child departing. Confrontation with the child in present time reflects the different views of "time" for the adult and child.

Adult's Time

The normal adult approaches present time with the child by engaging patterns from the past; i.e., dramas from the past repeated in the present moment. To the extent that these patterns are not completely resolved in communication between the adult and the child, such patterns persist as concepts which limit time; behavior patterns driven by inner compulsions which deter the experience of timeless joy, harmony and perfection in the present moment.

Child's Time

The young child expresses its true nature in present time - a joyful, spontaneous experience of life unencumbered by awareness of past or future events. For the child, events in present time unfold without consideration - essentially unconnected from past or future events or circumstances.

Time in the Classroom

Teachers can readily deter the expression of the child's true nature by compulsive actions involving limitation of time. For example, one Montessori teacher, reflecting on her inner compulsion to have the children in her classroom buy with "work" noted: "What is it in our culture that makes us feel uneasy if we are not constantly busy and teaching our children to be busy as well?" **(Paula Polk Lillard,** ***Children Learning, p.39).*** Effective teachers engage these inner compulsions by consiously slowing physical movements to maintain an observant, disengaged demeanor in the classroom; perhaps, to follow the counsel of Marcus Aurelius, to *"Consider thyself to be dead, and to have completed thy life up to the present time; and live according to nature the remainder which is allowed thee."* *(supra, Chapt. VI, Verse 56)*

Communicating Time

To enable the young child to follow its own unfolding path, the effective adult provides a considerable period of time for individual activity, free of disruptions, formalized "lessons" or group activities. The classroom schedule becomes that which is consistent with the normalized child - a flexible, spontaneous accommodation to the child's unfolding development and interest.

Infinite, Eternal Time

The normalized child - joyful, cooperative, and respectful - teaches the adult that "time" is endless. Adults learn the lesson of patience in life as the child's true nature emerges from the prepared environment of a Montessori classroom. The Montessori teacher will eventually realize the child's experience of profound harmony within the infinite eternity of present time.

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Learning through Music

by Hestia Abeyesekera

Pub. by Kindermusik, Inc. 1982

Music, music, music.
Let's learn through music, music!

Conscientious teachers are constantly in search of songs and lyrics to reinforce interest and learning in the Montessori environment. One Montessori teacher, **Hestia Abeyesekera**, has employed her unique musical abilities to produce an album of her own original learning songs dealing with topics in history, geography and science.

"Learning through Music," Hestia's latest album of learning songs for young children, includes a wide assortment of subject including: *Weather, Clouds, the Rainbow, the Butterfly, the Story of a Seed, the Planets, the World, Land and Water, Great People, A History Quiz, A Patriotic Medley, December,* and *Spelling is Fun.* The words of all songs are printed in a separate publication so that the teacher can easily learn and remember the songs without the need for playing the record each time.

Hestia herself performs the songs accompanied by a piano and several young children (ages 4, 5, and 7). The audio quality and technical precision of the recording is excellent. Notably, Hestia's voice is clear and beautiful - well able to artistically convey the informative content of each song. The singing of the children, as soloists and as a group, is remarkably clear, precise and in-tune.

The lively, melodic songs are pleasant to listen to for their musical quality alone. However, Hestia suggests that her album is best used as *"a means for reinforcing what has been taught, by means of other learning tools."*

Learning songs, such as included in *"Learning through Music,"* are ideal and natural starting points for developing interest in many areas of study and investigation in a Montessori environment. The simple, repetitive melodies and lyrics can easily be remembered by children to be sung later in a group without the record. In addition, the creative teacher can adapt dramatic movements to accompany the songs to enhance the involvement and activity of the children.

Hestia's album of original learning songs would serve as a very useful resource for teachers seeking to incorporate more musical activity into the Montessori classroom. For further information about price and availability of *"Learning through Music,"* contact: Hestia Abeyesekera, Kindermusik, Inc., 3503 Sumter Ave., So., Minneapolis, MN 55426.

IMS Consultation

Cont'd from Page 1, Col. 1

prepare a detailed written report identifying detrimental aspects of the school program and recommending a corrective course of action.

The specific function and approach of each IMS consultation will be determined in advance by mutual agreement between IMS and the particular school. Normally, consultation would include an on-site observation of the school's classroom environment to assess: (a) teacher's observation skills, (b) classroom management, (c) lesson presentation effectiveness and (d) teacher-child communication. The primary aim of such observation is to uncover detrimental aspects in the classroom which deter normalization.

Following the on-site visit, a formal written consultation report and recommendation is submitted to the school. Further follow-up consultation may be arranged to assess progress and enhance the development of effective self-evaluation procedures at the school.

IMS believes that its new consultation service will enable schools to considerable enhance the quality and effectiveness of their educational programs. For further information about fees and scheduling of consultation, contact: IMS, 912 Thayer Ave., Silver Spring, MD 20910, (301) 589-1127.

"Montessori News" for Parents

Parents at many IMS members schools recently received free copies of the new eight-page IMS newspaper, *"Montessori News."* This attractive new IMS publication, regularly sent free to all IMS individual and school members, aims to extend knowledge and information about Montessori principles to parents and others throughout the general public. IMS Montessori school members receive additional free copies for distribution to their parents and school staff.

The first issue of the *"News"* *(Fall, 1982)* featured a discussion of the correct use of Montessori materials and the essential aspects of Montessori principles. Future issues of the *"News"* will include articles about effective classroom management, the new IMS elementary independent study course, Kodaly music, legal issues and programs and activities of IMS Montessori school members.

IMS membership is required to receive a regular subscription to the *"Montessori News."* To receive a free copy of the latest *"Montessori News,"* contact: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

Positions & Placements

Montessori Elementary Teachers: (6-9) & (9-12) trained elementary teacher for 1983. School is ten years old. Has three (3-6) classes, transitional class and two (6-9) classes. Call or send resume to Sr. Deanna, Montessori Child Development Center, 620 Elizabeth St., Denver, CO 80206, (303) 333-9478.

Announcements

Unified Private Schools will hold its annual meeting on Saturday, January 15, 1983 from 12:00 Noon to 4:00 p.m. PLACE: Merrick Marlin, 196 Merrick Rd. in Merrick, NY. Fee is $10.00 per person. Meeting will include a report of legal issues concerning regulation of private schools in the state. For further information, contact: Bernard Sherwin, 60 Lagoon Blvd., Massapequa, NY 11758, (516) 587-3408.

Dolmetsch Aids Montessori

John Maluda, inventor of musical instruments for young children **(Observer,** *Vol. III, No. 6)* recently observed that **Arnold Dolmetsch** met with **Dr. Montessori** in the early 1920's concerning the design of certain simple musical devices for use in Montessori schools. Dr. Montessori specifically acknowledged Dolmetsch for his work on behalf of musical education for young children in her book **Discovery of the Child** *(pub. Ballantine Books, 1967 ed., p. 286).* Notably, Mr. Dolmetsch demonstrated the use of his *"simple musical instruments"* in an orchestra concert conducted especially for Dr. Montessori in 1922.

Among the Dolmetsch musical devices are a *"psaltery"* (stringed device which is laid flat on a table) and a *soprano* recorder. Presently, the work of Dolmetsch is carried on through the Dolmetsch Musical Instrument co. (Surrey, England).

Mr. Maluda is presently conducting research on simple musical instruments in conjunction with Hayfield Montessori School (Louisville, KY). Specifically, plans are underway to manufacture various devices, such as harps and psalteries, for sale to schools. Mr. Maluda also plans to create a "fiddle" of particular benefit to children in the Montessori environment.

For further information about Dolmetsch and simple musical devices for young children, contact: John Maluda, 1901 Ashmoor Lane, Anchorage, KY 40223, (502) 425-2198.

Vol. IV, No. 1
Jan. 1983

Time

Address correction requested

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International Montessori Society
912 Thayer Avenue
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Lee Havis, *Director*

Elementary Level (6 – 12)
Course features include:

- **Credit towards IMS Montessori elementary certification**
- **19 lessons in: Montessori Principles, Observation, Child Development, and Montessori elementary materials**
- **All assignments sent through mail**
- **IMS Elementary Study Guide and required texts**
- **Montessori classroom observations**

Primary Level (2 – 6)
Course features include:

- **Credit towards IMS Montessori primary certification**
- **22 lessons in: Montessori Principles, Observation, Child Development, and Montessori primary materials**
- **All assignments sent through mail**
- **IMS Primary Study Guide and required Montessori texts**
- **Montessori classroom observations**

Music Literacy

". . . whoever studies an instrument should sing first; free singing without instruments is the most effective way of training musical abilities . . . We should give an instrument to a child only when he can already sing. His ear develops only as his first notions of sound are formed from his own singing and are not connected with any external visible (visual) or hand movement (motoric) motions."

Zoltan Kodaly, 1945
From **Kodaly Envoy,**
Vol. IX, No. 2, p.8

"What is Montessori?"

IMS answers the question "What is Montessori?" in its new capsule publication **Montessori** . . . *Creating the New Education.* This brief article by **Lee Havis** describes the essential aspects of the three Montessori principles: *Observation, Individual Liberty,* and *Preparation of the Environment.*

This concise IMS publication was prepared especially to enable Montessori school administrators to communicate the essentials of their educational program to parents and others in the general public.

To receive this useful publication, send $1.00 with request to: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

Reminder

To make sure that you keep receiving your Montessori Observer newsletter, please renew your membership subscription promptly. The expiration date of your membership should be clearly visible on the mailing label.

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Vol. IV, No. 2

Feb. 1983

The Montessori OBSERVER

Integrity

Published by the International Montessori Society • 912 Thayer Ave. • Silver Spring, Md. 20910 • Phone (301) 589-1127

Child working in classroom at the Martin Luther King Montessori School in Ft. Wayne, Indiana. See article this page.

The Last Resort

Physical punishment of children – a "last resort" for some teachers to maintain "control" in the classroom – persists as a major element of the public school systems of several industrialized countries including Australia, New Zealand, South Africa and the United States. **The Committee to End Violence Against the Next Generation (EVAN–G)** reports that corporal punishment in the United States public schools is permitted today in all but four of the fifty states in this country.

EVAN–G is working to end corporal punishment in the schools as an important first step to reducing the incidence of child abuse in society. In its publication, *"The Last Resort"*, **EVAN–G** reported that since corporal punishment was banned in Swedish schools in 1962, the percentage of parents who believe that punishment of children is necessary has dropped significantly.

EVAN–G argues that if child abuse could be so reduced in the United States, crime would likewise decrease considerably since four out of five convicts were abused as children.

In a recent issue of *"The Last Resort"*, **EVAN–G** included some essays by children aimed to convince the American people of the harm and ineffectiveness of punishment to children. In one essay, a child related personal experiences

Schools Begin Elementary Programs

Many Montessori schools for children 2-6 now recognize the need and concern to extend their programs to serve children over the age of six. This need is often strongly reinforced by parents who see the benefits of the Montessori primary environment with their young children and wish to continue this favorable development during the elementary years.

An effective Montessori elementary program enhances and extends the child's *"normalization"* experience which occurred in the primary Montessori environment. The principles of *"cosmic education"* and *"adaptation"* – essential aspects of the Montessori elementary environment – are natural extensions of Montessori primary education. Traditionally trained elementary teachers may distort the child's natural course of development and defeat the unique purpose of Montessori education at the elementary level.

The main difficulty with developing elementary level Montessori classes lies in the lack of properly trained teachers. The Montessori teacher trained at the primary level (2-6) normally lacks certain essential knowledge and skills needed to create an appropriate environment for the 6-12 year old child.

Montessori schools which hire traditionally trained elementary school teachers for their elementary program may find that their efforts to train such individuals in Montessori skills and knowledge are inadequate to compensate for the teacher's non-Montessori background and experience. Such non-Montessori elementary programs can considerably distort and hamper the child's natural expression of *"normalization"* realized at the primary level of the school's program.

The most effective means of developing a Montessori elementary program may be for Montessori schools to train one of their own Montessori primary teachers. Appropriate training is offered by IMS in its elementary independent study course designed specifically for Montessori primary teachers.

The IMS elementary independent study course guides the Montessori primary teacher through a series of

Cont'd on pg. 3, col. 2

Reminder

To make sure that you keep receiving your Montessori Observer newsletter, please renew your membership subscription promptly. The expiration date of your membership should be clearly visible on the mailing label.

IMS Montessori School Members

IMS presently recognizes schools in Canada, Peru, Puerto Rico and 28 states of the United States through its special membership program for Montessori schools. Membership criteria is based on an expressed commitment to Montessori principles in the operation of their school programs. School members in New York and Indiana are featured here.

Ft. Wayne, Indiana

The Martin Luther King Montessori School was established in 1968 under a non-profit corporation to serve the needs of the poor, inner-city community of Ft. Wayne, Indiana. The program began with 18 children and now has a total enrollment of 140 children aged 2-6.

This IMS member school is directed by **Lee Bailey** who is responsible to a governing board which includes parents of the children attending. Funding is provided primarily by the United Way of Allen County and several churches including the Catholic Diocese and the Methodist Conference. By its corporate by-laws, 95% of the children must be from below average income levels in the community. Both full-day and half-day sessions are provided.

A special feature of the school is a health program run by volunteers which screens each child for vision, hearing, speech and dental needs. Transportation and a nutritional program are also provided.

Cont'd on pg. 3, col. 2

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Integrity

The Montessori environment — committed to the effective application of the principles of "observation", "individual liberty" and "preparation of the environment" — reflects a quality of absolute integrity within the individual classroom teacher. Such integrity is essential to the creation of a complete commitment to Montessori principles.

Parents and teachers whose behavior is persistently detrimental and ineffective with children reflect a fundamental lack of integrity with respect to the commitment required in Montessori education. This lack of integrity is readily apparent in statements such as: "I will apply Montessori principles with children to the extent that the parents don't object." Such conditional statements — hostile to effective Montessori education — reflect the limited notion of "integrity" common in adult society.

Integrity in Society

In adult society, *"integrity"* is normally perceived as limited by external circumstances; e.g., "I will perform as agreed *provided* the circumstances are favorable." The *absolute* integrity required in Montessori education does not fit within this limited, conditional notion of "integrity."

Integrity in Montessori

The quality of integrity required in Montessori education is *absolute* — an unconditional statement of commitment to Montessori principles, independent of external circumstances. Such an absolute integrity defines a state of being in which the conventional limitations of society are transcended.

Inherent Integrity

Absolute integrity, independent of external circumstances, reflects the "inherent integrity" within each individual to follow a course of action in complete harmony and absolutely appropriate with one's entire present circumstances. Such absolute integrity is consistently reflected by one's state of being complete in the present moment.

Present Moment

The reality of the present moment — the normal experience of the young child — defines no fixed circumstances and includes all possibilities. The possibility of absolute integrity with regard to Montessori principles exists within this unique reality. To realize one's ultimate integrity in the present moment, the notion of "impossibility" must be engaged and resolved.

Impossibility

"Impossibility" — as a fundamental barrier with regard to Montessori principles — is reflected by the statement: "a 'complete' commitment to Montessori principles is *impossible.*" The challenge and opportunity of such a statement is to *"do the impossible."* Montessori teachers, committed to the effective application of Montessori principles, follow such an "impossible" course of action in the classroom. To follow this Montessori approach to the child compels action outside of reason and conventional logic. Such action requires a courageous act of will.

Will

When an individual's conscious act of will is to restrain one's behavior inconsistent with Montessori principles, one transcends the conventional limitations of "impossibility." Such courageous acts of will — each one apparently small in itself — demonstrate the quality of one's inherent integrity. One's absolute integrity with respect to Montessori principles is ultimately revealed by the emergence of the child's true nature — loving order and constructive activity, independent, joyful and spontaneously self-disciplined.

* * *

The Last Resort

Cont'd from pg. 1, col. 1

with her fourth grade teacher who used a *"bunch of rulers tied together with rubber bands"* for hitting children on the hands. Noting her own experience with this punishment, she stated: *"It hurts! I learned to hate both the school and that teacher."*

Another victim of corporal punishment related how his hatred and fear of punishment at his first school was replaced by a sense of trust and cooperation when he finally changed to a Montessori school. He wrote (in his own words): *"When I went to my secon School Germantown Montesory school if I did something bad they would teach me not to do those bad things and would act like they loved me."*

Through its newsletter, the "Last Resort" and its various other programs and activities, **EVAN–G** aims to educate the public about the adverse effects of corporal punishment. Ultimately, **EVAN–G** aims to secure for posterity "a more peaceful, creative, successful and intelligent society." IMS applauds the important work undertaken by this organization. For further information, contact: EVAN–G, 977 Keeler Ave., Berkeley, CA 94708.

IMS Montessori School Membership

Is your school committed to the effective application of Montessori principles? If so, IMS invites you to publicly acknowledge this commitment through IMS Montessori school membership. For an annual fee of $45.00, your school receives a certificate of membership and listing in the IMS Membership Directory. Additional benefits include:

1. *One-year subscription to "Montessori Observer";*
2. *20% discount on all IMS Montessori publications;*
3. *10% discount on outdoor activity equipment;*
4. *Free issues of IMS "Montessori News" for distribution to parents;*
5. *"Montessori" bumper sticker;*

. . . and much more.

Send fee with response form to apply or write directly to:

IMS, 912 Thayer Ave.
Silver Spring, MD 20910

Look for the
March Observer
featuring
Courage

The Montessori Observer
published by
INTERNATIONAL MONTESSORI SOCIETY
912 Thayer Ave
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(301) 589-1127
Lee Havis, Executive Director

The Montessori Observer is mailed eight times each year to IMS members throughout the world. The *Observer* is sent during the following months: Jan., Feb., March, April, May, Sept., Oct., and Nov. The purpose of this publication is to provide news and information about the development of Montessori education to extend awareness of Montessori principles and promote harmony within the Montessori community.

INTERNATIONAL MONTESSORI SOCIETY
The International Montessori Society is sponsored by Educational Services, Inc., a non-profit corporation organized in Maryland, U.S.A. The purpose of IMS is to support the effective application of Montessori principles throughout the world.

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SUBSCRIPTION
Subscription to this publication may be obtained by requesting IMS membership which is open to all individuals for a $15 yearly fee. IMS school members also receive a subscription to the *Observer*. Complete the membership application form to obtain an individual subscription and other benefits of IMS membership.

ADVERTISING
Advertising space is available for services and products relating to Montessori education. Marketplace ads are $7/line. Position and Placement ads are $10 each and will be set and edited by us to conform to space requirements. Write for our advertising outline for rates and other information about design advertising.

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Book Review

The Making of Music

By Hestia Abeyesekera

"The Making of Music" is an instructional plan to introduce the piano to the young child. In this publication, **Hestia** offers parents and teachers her unique experience as a Montessori teacher, musician and composer of songs for the Montessori classroom *(Learning Through Music*, **Observer**, *Jan. / 1983)*.

This ten-unit, two-volume series of lessons follows closely the Montessori rationale of progressive sensorial experiences. One volume is for the child's work and exercises; one volume is a teacher's manual with precise instructions and guidance for each lesson.

Hestia's instructional approach begins with exercises to recognize the keyboard as a repeating pattern of black and white notes. Subsequent lessons consider rhythm patterns introduced through simple songs and chordal patterns using a simple color coding scheme. Large illustrations and special finger exercises enable the child to readily internalize a considerable amount of basic musical knowledge through the senses.

"The Making of Music" provides a very useful guide for parents and teachers to assist the young child in developing its interest in "making music" on the piano.

For further information, contact: Hestia Abeyesekera, 3503 Sumter Ave., So. St. Louis Park, MN 55426, (612) 933-5125.

Announcements

Simmons College (Boston, MA) will hold an institute from July 5 to July 22, 1983 entitled ***"Do I Dare Disturb the Universe?"***; subject concerns the moral intensity of literature for children. For further information, contact: Georgia L. Bartlett, Center for Study of Children's Literature, Simmons College, 300 The Fenway, Boston, MA 02115, (617) 738-2258.

Montessori Association of New England (M.A.N.E.) invites Montessori school owners and directors to join their ***"Administrative Support Group"*** which meet monthly in the Boston, MA area. Issues considered by this group include the problems Montessori schools face dealing with the Massachusetts Office for Children. For further information, contact: Martha Logue, 130 Pleasant St., Lexington, MA 02177.

Elementary Programs

Cont'd from pg. 1, col. 3

lessons dealing with Montessori principles, observation, child development and materials aimed specifically for the elementary child. *"Cosmic education"* and *"adaptation"* are thoroughly covered through such activities as reading assignments in the IMS study guide and various required Montessori texts.

Since all lessons are completed through the mail according to one's own schedule, there is very little interference with the teacher's regular classroom duties. Individuals completing this course will have a basic foundation in applying Montessori principles with the elementary aged child. In addition, graduates are eligible to participate in subsequent phases of IMS elementary training leading eventually to IMS elementary certification.

For application and information about the IMS elementary independent study course, contact: IMS, 912 Thayer Ave., Silver Spring, MD 20910, (301) 589-1127.

School Members

Cont'd from pg. 1, col. 3

The school's informative and creative newsletter, *"Montessori Matters,"* reflects a very high degree of professional expertise. Articles in the Fall/Winter issue featured an abundance of news about the programs and activities of the children. One article included this statement "On the first cold day of the year, **Narlin Clancy** said *'There's smoke coming out of my mouth; there must be a fire in my stomach.'* "

For further information, contact: Ms. Lee Bailey, Executive Director, Martin Luther King Montessori School, 326 East Wayne St., Ft. Wayne, IN 46802, (219) 743-4846.

Massapequa, New York

The Montessori Children's School in Massapequa, NY is one of three Montessori schools directed by **Bernard Sherwin**. Mr. Sherwin and his wife, Sharleene, also serve as classroom teachers.

This IMS member school provides two full-day Montessori classes for children ages 3-6. Special program features include art, music and a summer Montessori program.

Mr. Sherwin's school is associated with *"United Private Schools,"* a statewide support organization of Montessori and other private schools. This organization has recently been considering what action to take to protect private schools in New York from the restrictive and burdensome state regulations.

For further information, contact: Bernard Sherwin, Montessori Children's School, Central & Jerusalem Aves., Massapequa, NY 11758, (516) 541-6365.

Positions & Placements

Montessori teacher: large Montessori-oriented classroom for ages 6-12. School in existence for 14 years; elementary program is 6 years old. School near Indianapolis and Indiana University. Must be willing to be a team member in a multi-teacher situation. Send photo and brief resume and references to: Merry Carmichael, Directress, ABC/Stewart School, 2225 Grissom St., Columbus, IN 47201.

Montessori teachers: (3-6) and K-1. Small classes planned for first year. Salary information available on request. Call or write Kathleen Bird, Down East Montessori School, 40 Lemont St., Bath, ME 04530, (207) 442-7550.

Instructors: Cultural Subjects, Language, Kodaly Music. For IMS Elementary materials workshop. Summer, 1983, 1984. Send resume to: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

Montessori Elementary Teachers: (6-9) & (9-12) trained elementary teacher for 1983. School is ten years old. Has three (3-6) classes, transitional class and two (6-9) classes. Call or send resume to Sr. Deanna, Montessori Child Development Center, 620 Elizabeth St., Denver, CO 80206, (303) 333-9478.

Montessori teachers: two teaching positions available at Alexandria Montessori Junior High. One with strong background and experience in math/science and the other in social studies with interest in curriculum development. School has been in existence for the past three years. Salary is in the range of $18,000 - $24,000 a year, with full medical benefits. Send resume to: Mr. Dirgham Salahi, 6300 Florence Lane, Alexandria, VA 22310.

Marketplace

Learning Through Music, ***by Hestia.*** Active songs designed for Montessori classroom. Also, wide selection of children's records/cassettes. Artists include: **Tom Glazer, Ella Jenkins, Hap Palmer, Barry Polisar.** Write for inventory. Send a SASE to: ***Spectrum Records,*** 11507 Hitching Post Ln., Rockville, MD 20852.

Montessori . . . *Creating the New Education.* IMS publication answers the question ***"What is Montessori?"*** Send $1.00 to: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

"Montessori" bumper stickers. Show support for Montessori education in the community. Distribute to parents. $1.00 ea., $0.60 ea. in quantities over 10. Send order to: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

School consultation. IMS review of school and classroom environment based on IMS membership criteria. On-site visit and written report included. For information, write: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

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Feb. 1983

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Lee Havis, *Director*

Elementary Level (6 – 12)

Course features include:

- **Credit towards IMS Montessori elementary certification**
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- **All assignments sent through mail**
- **IMS Elementary Study Guide and required texts**
- **Montessori classroom observations**

Primary Level (2 – 6)

Course features include:

- **Credit towards IMS Montessori primary certification**
- **22 lessons in: Montessori Principles, Observation, Child Development, and Montessori primary materials**
- **All assignments sent through mail**
- **IMS Primary Study Guide and required Montessori texts**
- **Montessori classroom observations**

Montessori News

Subscription and Circulation

The *Montessori News* is published by IMS several times each year to extend knowledge and information about Montessori principles to parents and others throughout the general public. The *News* normally contains a book order form and IMS independent study course information.

This useful IMS publication is provided **free** to IMS members. IMS Montessori school members receive a bulk mailing of additional free copies for distribution to parents.

Bulk mailings of the *News* will be provided to non-Montessori member schools at the rate of $0.20 per copy. Quantities over 100 are $0.10 per copy. A single free copy will be sent to non-members upon request.

Send order for additional issues of the *Montessori News* to: IMS, 912 Thayer Ave., Silver Spring, MD 20910. Prepayment is required.

In January 1983 Issue . . .

- *IMS School Consultation*
- *IMS Independent Study Courses*
- *Outdoor Activity Equipment*
- *MCP Primary Readers*
- *Step-Up Books*
- *MONTESSORI . . . Creating the New Education*
- *Managing Misbehavior*
- *"Montessori" bumper stickers*

MCP Primary Readers

This series of phonetically controlled story books for young children are packaged in four sets of ten different readers.

Set 1 *Short Vowels*
Set 2 *Long Vowels*
Set 3 *Consonent blends*
Set 4 *Consonent digraphs*

Each set is $7.96. Complete four set series is $31.83 plus $3.50 postage / handling. Order form is in *"Montessori News."* **20% discount for IMS members.** Send orders to: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

Vol. IV, No. 3

March 1983

The Montessori OBSERVER

Courage

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IMS in Federal Court

Oral argument in the IMS federal court case against the state of Maryland was held before the U.S. Fourth Circuit Court of Appeals in Baltimore, MD on March 9, 1983. The three-judge court panel consisted of: **Hon. Harrison Winter,** *Chief Judge*; **Hon. Sam J. Ervin,** *Judge*; and **Hon. Bailey Aldrich,** *Judge*. The case concerns the state of Maryland's refusal to permit an IMS teacher training program to operate in the state (**Observer,** *Oct. 1981).*

Lee Havis, representing IMS, argued that constitutional rights to liberty in the operation of private education were violated by the state's arbitrary and discriminatory actions against the teacher training institution. Such liberty of expression, Havis stated, may not be interfered with by state action which involves the "intimate and essential details" of the institution's curriculum.

Cont'd. page 3, col. 2

National Meeting Links New Zealand Montessori Community

New Zealand held its first national Montessori meeting in Oct. 1982 at Palmerston North, N.Z. The meeting was convened and organized by **Charlotte Hallifax** of Christchurch and hosted by the Palmerston North Montessori Association.

Thirty-five people attended this meeting from all over New Zealand to discuss issues of common concern to the New Zealand Montessori community: administration, staffing, funding, fees, wages, classroom management, equipment and the future of Montessori in New Zealand. A study group was appointed to look into the formulation of a New Zealand Montessori Association to continue the constructive efforts launched at the Palmerston North meeting.

For further information about the New Zealand Montessori community, contact: New Plymouth Montessori Association, P.O. Box 392, New Plymouth, New Zealand.

Elementary children working in classroom at the Willowbrook Montessori School (Langley Park, MD) – See article this page.

Communicating Commitment

IMS independent study courses – primary (2-6) or elementary (6-12) levels – consistently communicate a commitment to the effective application of Montessori principles: (1) "*Observation*"; (2) "*Individual Liberty*"; and (3) "*Preparation of the Environment*". Such a commitment is the basis of Montessori and essential to creating Dr. Montessori's vision of a "*new education*".

The deep level of communication between IMS and the individual student inevitably challenges many common concepts, beliefs and attitudes in society which oppose and cloud one's inherent commitment to Montessori principles. Each lesson is carefully critiqued and returned to the student with a detailed response concerning the specific subject matter of that lesson. Throughout all IMS course work, the three powerful Montessori principles provide the vital linkage for all knowledge.

Ultimately, one's participation in IMS independent study reflects itself in a new and profound ability to create and realize an effective Montessori environment – completely from within one's self.

To apply for IMS independent study, contact: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

Montessori for the Elementary Child

The IMS elementary independent study course aims to enable Montessori schools to extend their programs on behalf of the 6-12 year old child. This course, offered only to Montessori teachers, examines the unique nature of the 6-12 year old child from the prospective of a commitment to Montessori principles.

The nature of the 6-12 year old child is fundamentally distinct from that of the younger child. Since the elementary child no longer has the younger child's absorbent mind and its special sensitivity to order and detail, the Montessori primary environment is inappropriate. The Montessori elementary environment must correspond with the child's wide ranging interest in acquiring clear understanding and complete knowledge about many diverse aspects of the entire universe. The older child's ability to engage problems through abstraction rather than strictly through its senses enables it to acquire an enormous quantity of knowledge.

Cont'd. page 4, col. 2

Teaching Out Of Control

If truth is a flame, then a truth bearer is a burning ember in a brazier of dark coals.

The material aspect of human mind tends to fear the spread of truth outside the influence of the initiating individual or group as teaching out of control. But from the higher spiritual perspective, truth should not – and cannot – be controlled . . .

To every bearer of truth is given the choice to try to hold one's trust in his or her own factual image or to let the flame of truth sweep on to its own glorious goal.

Ascender, *Fall/Winter 1982*

Courage

Courage . . . ! Courage for the harvest.
M. Montessori
(letter to E.M. Standing)
from **Maria Montessori: Her Life and Work**

Courage – the capacity for meeting opposition and danger -- is vital to one's effective application of Montessori principles (i.e., *"Observation"*, *"Individual Liberty"* and *"Preparation of the Environment"*) which inevitably opposes and confronts the forces of fear, punishment and manipulation in society. Without courage, there is no *"harvest"* of changed natures of children and adults which Dr. Montessori foresaw through the application of her principles. The life of **Gandhi**, as portrayed in the current movie *"Gandhi"*, reveals the quality of personal courage required to effectively confront detrimental social forces which deter the work of Montessori education.

Gandhi

A friend and admirer of Montessori education, Gandhi led 350 million Indians from the domination of the British empire by his simple exercise of personal courage. Without armies or wealth, Gandhi created the path of India's independence through a process of non-violent confrontation with the established detrimental forces in society. Such creative confrontation represents a clear example of Montessori principles as effectively applied in adult society. The courage of Gandhi was similarly reflected in the field of education by the life and work of **Dr. Montessori.**

Courage of Dr. Montessori

Dr. Montessori demonstrated great personal courage in opposition to established social forces. For example, she challenged powerful traditional beliefs of her time by becoming the first woman medical doctor in Italy. Such courage eventually led her to discover the young child's true nature and its unique ability to "normalize". Such discoveries now represent the basis for her vision of a *"new education"* – a univeral commitment to her principles throughout the entire field of education. In Montessori education, courage is needed to confront one's personal circumstances in life which deter the individual's own knowledge of Montessori principles.

Courage in Montessori Education

Personal knowledge of the effectiveness of Montessori principles is not acquired without courage. The path towards realizing one's own commitment to Montessori principles presents a unique series of challenges which can only be mastered through the exercise of personal courage; e.g., to face losing one's license to operate a school due to disapproval and opposition from adverse government regulatory agencies; to risk losing one's teaching position due to opposition from other school staff or school ownership; to risk losing enrollment and tuition due to opposition from parents. Each such challenge and circumstance represents a profound opportunity to realize the *"new education"* as a present reality through a simple, decisive act of courage. Encouragement – the communication of courage – to face these challenges is found in one's communication and participation with regard to knowledge about Montessori principles.

Knowledge is Power

Knowledge of Montessori principles is a powerful encouragement to the development of one's own commitment to Montessori principles. Small acts of courage – to acquire knowledge contrary to traditional values and beliefs – lead inevitably towards a decisive moment of opportunity in which one's personal commitment to Montessori principles can be realized. In such a decisive moment, Dr. Montessori's vision of a *"new education"* can be born within the individual – a reality completely independent of all external forces.

Courage Continues

Once the vision of the *"new education"* becomes an independent reality within an individual, such vision and commitment exerts a certain guidance to expand this vision throughout society. New challenges along this path of expansion are met by a continuing courage which springs from one's personal knowledge of the effectiveness and power of Montessori principles. A major obstacle to this spontaneous expansion is *"pride"* – one's sense of superiority to others – which can considerably retard the progress of the *"new education"* in society. The exercise of *"courage"* is the eternal response to *"pride"* and other obstacles along the path of *creating the new education.*

Reminder

To make sure that you keep receiving your Montessori Observer newsletter, please renew your membership subscription promptly. The expiration date of your membership should be clearly visible on the mailing label.

Independent Study Courses

Practical knowledge of Montessori principles for home and classroom use.

Primary Level (2 – 6)

Elementary Level (6 – 12)

Credit towards IMS Teacher Certification

Write for course catalog, enrollment and tuition information to:

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Silver Spring, MD 20910

Look for the
April Observer
featuring
Pride

The Montessori Observer
published by
INTERNATIONAL MONTESSORI SOCIETY
912 Thayer Ave
Silver Spring, MD 20910
(301) 589-1127
Lee Havis, Executive Director

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INTERNATIONAL MONTESSORI SOCIETY

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SUBSCRIPTION

Subscription to this publication may be obtained by requesting IMS membership which is open to all individuals for a $15 yearly fee. IMS school members also receive a subscription to the *Observer*. Complete the membership application form to obtain an individual subscription and other benefits of IMS membership.

ADVERTISING

Advertising space is available for services and products relating to Montessori education. Marketplace ads are $7/line. Position and Placement ads are $10 each and will be set and edited by us to conform to space requirements. Write for our advertising outline for rates and other information about design advertising.

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Announcements

Arkansas Montessori Teachers' Association offers its newsletter at no cost to all Montessori schools in Arkansas. Newsletter includes ideas for classroom, useful resources and current events in the field of education. For further information, contact: Jyothi McMinn, Infant Toddler Montessori School, 2010 Newton, Little Rock, AR 72207, (501) 666-0025.

The Kodaly Center of America will hold its sixth annual summer course July 3-30, 1983 at Southeastern Massachusetts University (North Darmouth, MA). For further information, contact: Kodaly Center of America, 1326 Washington St., W. Newton, MA 02165.

The Maine Montessori Association is planning a Montessori workshop on Sat., April 30, 1983 at the Kennebec Montessori School (Waterville, ME). For further information, contact: MMA, c/o Children's House, Box 622, Bangor, ME 04401.

The Summit Child Care Center is sponsoring two conferences entitled *"Caring for Infants and Toddlers"*, April 15-16, 1983 (Summit, NJ and May 13-14, 1983 (San Francisco, CA). For further information, contact: Summit Child Care Center, 14 Beekman Terrace, Summit, NJ 07901.

Reactive Behavior

Disruptive circumstances readily persist in a child's environment as a result of the adult's *"reactive behavior"* - the tendency to attend to every inquiry, provocation or whim of the manipulative child. Such *"reactive behavior"* generally reflects the adult's lack of self-respect and dignity with regard to one's essential and unique purpose in the environment; i.e., to effectively apply Montessori principles.

Reacting to disruptive or manipulative children (e.g., over-involvement with problems of individual children) can severely deter one's ability to effectively observe the entire environment. In addition, such immediate reaction to problems of individual children tends to support and maintain a manipulative, dependent pattern in children.

Reactive behavior is most effectively controlled by maintaining a completely stationary observation location in the environment - refusing to move from such position even in the face of very convincing rationale; e.g., *"come and see what I did"*; *"Michael and I need your help"*; *"Tell Jane to stop bothering our work"*. Eye contact and gestures alone are normally sufficient to effectively manage activity in the environment from a single location.

Cont'd. on page 4, col. 2

IMS in Federal Court

Cont'd. from page 1, col. 1

The Court also heard arguments relating to the merits of deferring the case to the state courts as ordered by the lower court. Mr. Havis noted that the IMS claim of violation of rights of speech and expression touched matters of primary concern to the *federal* constitution and that there were no *"exceptional circumstances"* to warrant the federal court's *"abstention"* from exercising its jurisdiction.

Ultimately, IMS aims to win a court injunction against the state of Maryland to prevent its enforcement of laws which, in effect, prohibit operation of the IMS teacher training institution in the state. Mr. Havis believes that this case represents a fundamental confrontation with detrimental government regulation of Montessori education whose impact will be felt far beyond the confines of the state of Maryland.

IMS has prepared a legal memorandum for private schools relative to the basic legal issues concerned in federal court litigation against adverse state regulation. Cost is $5.00 prepaid. *Free to IMS Members.* For a copy or further information about the IMS case against the state of Maryland, contact: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

Marketplace

Learning Through Music, ***by Hestia.*** Active songs designed for Montessori classroom. Also, wide selection of children's records/cassettes. Artists include: **Tom Glazer, Ella Jenkins, Hap Plamer, Barry Polisar.** Write for inventory. Send a SASE to: ***Spectrum Records,*** 11507 Hitching Post Ln., Rockville, MD 20852.

Montessori . . . ***Creating the New Education:*** now available at special quantity rates. Single copy, $1.00 ea., quantities over 10, $0.70 ea., quantities over 100, $0.50 ea. This publication answers the question ***"What is Montessori?"***. A very useful hand out to prospective parents and others inquiring about Montessori education. Send order ***(prepaid only)*** to: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

Virgin Islands – ***Montessori school for sale.*** In operation for 12 years under single owner. Two primary classes with potential for more. 4,200 sq. ft., over 1 acre play area. Beautiful landscaping with year round summer climate. Fully equipped for primary and elementary programs. Harmonious staff of long tenure. Many additional benefits. For further information, write: ***Elaine Estern,*** P.O. Box 1499, Kingshill, St. Croix, U.S. Virgin Islands 00850.

"Montessori" bumper stickers. Show support for Montessori education in the community. Distribute to parents. $1.00 ea., $0.60 ea. in quantities over 10. Send order to: IMS, 912 Thayer Ave., Siver Spring, MD 20910.

School consultation. IMS review of school and classroom environment based on IMS membership criteria. On-site visit and written report included. For information, write: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

Positions & Placements

Montessori Teachers: (3-6) Two needed for 3-6 classes. One position requires assistant administrating. Salary negotiable. Send resume to: Julie Qunitana, 7416 Northlea Way, Citrus Heights, CA 95610 – (916) 966-3666.

Elementary Montessori Teacher: New or experienced elementary trained teacher wanted for growing school with extensive outdoor facilities. Salary negotiable. Please contact (404) 549-2240 or send resume to Athens Montessori School, 3045 Barnett Shoals Rd., Athens, GA 30605.

Montessori Teachers: Pre-School and Elementary Teachers needed for Fall, 1983. The Haborlight Montessori School is ½ hour north of Boston on the Historical North Shore. Close to beaches, wildlife sanctuary, museums and colleges. Salary is negotiable. Send resume to: Susan E. McDonough, Administrator, Beverly, MA 01915.

Montessori Teachers: (3-5)' (6-7). Montessori teachers needed in the South Carolina sea islands: one teacher for a class of 25 3-5 year old children including extended day, with teaching hours 8:30 - 2:30, one teacher to set up a class for 6-7 year olds. Montessori certification required. Teaching experience preferred. Contact: Anne C. Pollitzer, Eleanor Christensen Montessori, P.O. Box 1091, Beaufort, SC 29902.

Montessori Teacher: (2-6). Bilingual Preschool. Send resume to: Montessori Academy of Temple Terrace, 5804 Gibson Ave., Temple Terrace, FL 33617.

Montessori Elementary Teacher: (6-9) or (9-12) Montessori trained elementary teacher to join current experienced, well-trained staff in four year old elementary program expanding to 50-55 students by fall of 1983. Competitive salary based on experience. Good fringe benefits and stable, supportive board in seven-year old non-profit school. Current 2½-6 year old enrollment is 120 in four classes. Located in well-equipped facility in Southern California community of 45,000. Send resume to: Montessori in Redlands, P.O. Box 691, Redlands, CA 92373 or call (714) 793-6989.

Montessori Teachers: for programs for 1983-84. Two preschool classes, one extended-day, one class of twelve children beyond extended day. Good benefits, competitive salaries, school eight years old. Contact: The Children's House, Paula Lloyd, P.O. Box 622, Bangor, ME 04401, (207) 942-4354.

Instructors: Cultural Subjects, Language, Kodaly Music. For IMS Elementary materials workshop. Summer, 1983, 1984. Send resume to: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

Montessori Elementary Teachers: (6-9) and (9-12) trained elementary teacher for 1983. School is ten years old. Has three (3-6) classes, transitional class and two (6-9) classes. Call or send resume to Sr. Deanna, Montessori Child Development Center, 620 Elizabeth St., Denver, CO 80206, (303) 333-9478.

Vol. IV, No. 3
March 1983
Courage

The Montessori
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Individual Liberty

"*Individual Liberty*" — as a fundamental Montessori principle — is far more than merely leaving children to their own devices. The effective adult applies the principle of "*Individual Liberty*" as a continuing process of offering clear choices for the child.

To offer the child reality — as opposed to random fantasy — requires that the adult communicate clear directions to the child consistent with such choice: e.g., "*come here*"; "*sit down*"; "*turn around*"; "*work quietly*". Such directions awaken interest in reality and enable the child to continue to conform its behavior to such direction through its own self-disciplined action.

The child's response to supportive adult direction must always remain as the child's own choice — free of any adult coercion or manipulation. Physical force, even subtle applied, is **never** appropriate. The adult's patient observation of the child's actions after direction is given is the final step in the moment-to-moment process of applying the principle — "*Individual Liberty*".

IMS Montessori School Membership

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for distribution to parents

Send $45 fee with response form to:

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Elementary Child

Cont'd. from page 1, col. 3

During the 6-12 period, the child engages with its environment through certain faculties unique to this age: the power of imagination, sensitivity to acquiring culture and interest in social interaction. The Montessori elementary environment aims to enable children to employ their unique powers to adapt to their own time, place and group through the recognition of the total interrelated functioning of the universe.

For further information about the IMS elementary level study course, contact: IMS, 912 Thayer, Ave., Silver Spring, MD 20910.

* * *

Reactive Behavior

Cont'd. from page 3, col. 1

Adults often unconsciously react to manipulative behavior in children by engaging in unnecessary, unproductive conversation initiated by the child. Normal adults can be fiercely tempted to respond to the manipulative child's persistent, provocative inquiry; e.g., "*Why can't we go outside now?*"; "*Why won't you answer me?*"; "*Will you make James stop bothering us?*" "*Why didn't you call on me first?*". Complete silence is normally the most powerful and effective means to respond to disruptive, unnecessary conversation of children.

Problems of individual children are normally most effectively resolved through the support afforded by the **total** environment. The adult's attention to this larger responsibility will eventually resolve the problems of individual children which so often seem to compel a relentless pattern of "*reactive behavior*".

"Montessori News" Diffuses Knowledge

IMS regularly sends its popular eight page "*Montessori News*" free to all Montessori school members. Sufficient quantities are sent in bulk to assure distribution to all parents at the school.

The "*Montessori News*" features many useful articles about the application of Montessori principles at home and school. In addition, a wide assortment of Montessori books and IMS publications and materials is offered in this publication to further enhance the diffusion of knowledge about Montessori education to parents at the school.

The "*Montessori News*" is also available at the regular price of $0.20 each — $0.10 each in quantities over 100. **Prepaid only.** Send orders to: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

MCP Primary Readers

This series of phonetically controlled story books for young children are packaged in four sets of ten different readers.

- **Set 1** *Short Vowels*
- **Set 2** *Long Vowels*
- **Set 3** *Consonent blends*
- **Set 4** *Consonent digraphs*

Each set is $7.96. Complete four set series is $31.83 plus $3.50 postage / handling. Order form is in "*Montessori News.*" **20% discount for IMS members.** Send orders to: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

Vol. IV, No. 4

April 1983

The Montessori

OBSERVER

Pride

Published by the International Montessori Society • 912 Thayer Ave. • Silver Spring, Md. 20910 • Phone (301) 589-1127

Participants in the IMS Montessori Materials Workshop in August, 1982 (Santa Rosa, CA). Standing *(left to right)*, Jane Huser Maxwell, James Robinson, Jane Mitchell, Roberta Templeman, Glenn Canterbury, Paula Boon, Cecilia Barrela, Sr. Marian Bradley; Seated *(left to right)*, Sylvia Solis, Olynda Peters, Dan Grattan, Deborah Wolfe, Ray Colarullo, James Lowe.

Interns Complete Montessori Teacher Training

The IMS Montessori teacher training course in northern California is scheduled to complete its final evaluation seminar June 10-12, 1983 in Santa Rosa, California. Upon completion of this final seminar, IMS Montessori teacher certification will be issued to graduates.

Since September 1982, the students in this IMS course have been engaged as interns in various Montessori schools in the San Francisco and Santa Rosa, California areas. One intern is completing the internship phase in an IMS member school in Corpus Christi, Texas. Prior to internship, the students completed a three-week materials workshop in Santa Rosa, California in August, 1982.

IMS internship aims essentially for practical mastery of the three fundamental Montessori principles: (1) "*Observation*"; (2) "*Individual Liberty*"; and (3) "*Preparation of the Environment.*" In essence, the internship offers an opportunity to discover that the effective application of these principles does indeed enable the child's "*normalization*" to realize its "*true nature*" – loving order and constructive activity, independent, joyful and spontaneously self-disciplined.

The IMS internship provides daily experience with the young child under the guidance of the regular classroom teacher. In addition, the interns are offered a series of challenging assignments

Cont'd. on Page 3, Col. 3

THE BATTLE FRONT

The individual treads the path of life, beset with dangers on all sides! Life is a veritable battle front; one may come through, but be crippled or scarred . . .

M. Montessori
from **To Educate the Human Potential,** *p. 119*

Harmonizing the Montessori Community

The *Montessori Community* - - those groups, schools and individuals associated with the name "*Montessori*" - - readily defies harmonious interaction in the conventional sense. Confrontation, dissonance and controversy seems the appropriate "*harmony*" for this unique community of interests.

Since the name "*Montessori*" is not registered by the U.S. Patent and Trademark Office, its use is available to any group or individual in the United States for whatever purpose desired - - subject only to whatever local government restrictions which may be imposed with regard to the regulation of public

Cont'd. on Page 3, Col. 2

Maryland Opposes Freedom in Education

On March 19, 1983, the Maryland House of Delegates Constitution and Administrative Law Committee voted to reject a proposal to enhance freedom in private education in the state.

The legislation, introduced by **Del. Ida Rubin** as H. 1240 and 1244, would provide an alternative to the state's present requirements for certain Montessori and other private schools to have their curriculum reviewed and approved by the state prior to operation. IMS is presently challenging these censorship laws as unconstitutional in its federal court suit against the state.

At the March 17, 1983 hearings of H. 1240 and 1244 before the Committee, **Lee Havis**, IMS executive director and **Barbara Collier**, former staff member of a Montessori school, testified on behalf of passage of the legislation. Mr. Havis stated that the existing laws constitute a censorshp system imposed on private schools which deny them their legitimate exercise of "Individual Liberty." Specifically, he stated that under existing law, the state may prohibit and censor private schools based on its own subjective disagreement and difference of opinion with a school's educational content or approach.

Cont'd on Page 4, Col. 2

PS 02650

Pride

" . . . How would it be if the master should seek the truth in the soul of a child? . . . he would have to be initiated into the ways of humility . . . and to destroy the pride which is built on the void of vanity."

M. Montessori
from **Spontaneous Activity in Education,** *p. 135*

Dr. Montessori recognized adult *"pride"* as a significant barrier to expression of the child's *"true nature."* She stated that:

> *One who would become a teacher . . .*
> *must rid his heart of pride . . .*
> *He must learn how to humble himself.*
>
> **M. Montessori**
> *from* **Secret of Childhood,** *p. 153*

The effective application of Montessori principles – i.e., (1) *"Observation"*; (2) *"Individual Liberty"*; and (3) *"Preparation of the Environment"* – inevitably requires engagement with *"pride"* as an influence in the child's environment which deters *"normalization"* – i.e., the realization of the child's *"true nature."*

Guise of Good

Dr. Montessori observed a considerable difficulty in engaging *"pride"* since it is *"concealed in the guise of good,"* **Id.,** *p. 150;* i.e. *"pride"* is obscured from examination and engagement by the unchallenged belief that one's actions are consistently directed towards the well-being of the child. Likewise, *"pride"* deters awareness and engagement of *"personality"* – i.e., one's own distinct beliefs, values, opinions, judgments, attitudes, feelings, behavior patterns, etc.

Pride Reflected in Behavior

Adult pride is readily reflected with children in a wide range of detrimental behavior eminating from one's *"personality"*; e.g., reactive behavior, emotional attachment, dependency, excessive approval and judgment, overinvolvement with individual children, psychological manipulation and unconscious intimidation. Such detrimental expressions of pride aim essentially to call attention to one's position and importance with respect to the child. The child is, in effect, subjected to a subtle form of tyranny.

Tyranny

Dr. Montessori observed that the adult's expression of *"pride"* with the child *"develops into a kind of tyranny . . . Adults here adopt the attitude of primitive rulers who exact tribute from their subjects without any right of appeal"* **Id.,** *p. 152.* Such tyrannical behavior is particularly detrimental to young children since they *"cannot defend themselves from us (adults), and they accept whatever we tell them. They not only accept abuse, but feel guilty whenever we blame them."* **Id.,** *p. 151.* Adults associated with *"Montessori"* are particularly subject to subtle expressions of *"pride"* in relation to the child.

Pride in "Montessori"

Partial application and knowledge of Montessori principles – reflecting *"Montessori"* as a conceptual system rather than one's commitment to Montessori principles – can readily realize impressive superficial results with young children. For example, knowledge of *"Montessori"* can be employed to achieve a considerable level of academic advancement and an outward appearance of significant change with respect to obedience, order and concentration. Pride associated with such superficial results reveals a significant attachment to approval and recognition from others which deters the effective application of Montessori principles and interferes with the purpose of the Montessori environment to enable genuine *"normalization."*

Pride Beyond the Classroom

Beyond the classroom, pride in *"Montessori"* is expressed through collective identification and attachment with others in adult society. Such collective attachment with *"Montessori"* – determined and defined by forces and circumstances outside of one's self – is implicated as a significant aspect of society opposing the resolution of one's unconscious, prideful tyranny over the child.

Commitment Resolves Pride

Pride in *"Montessori"* is ultimately resolved within one's own inherent commitment to Montessori principles – whether consciously realized or not. For example, commitment to the Montessori principle "Observation" compels confrontation, awareness and disengagement with respect to *"pride"* as a detrimental aspect of one's *"personality."* In addition, the Montessori principle "Individual Liberty" teaches one to restrain manipulative language and other

Cont'd. on Page 4, Col. 2

IMS Interns

Cont'd. from Page 1, Col. 2

and projects such as: monthly seminars, progress reports, observation assignments and on-site evaluation visits. Such internship experiences aim ultimately to realize one's ability to create the unique Montessori environment from one's own commitment to Montessori principles independent of all external forces and circumstances.

IMS Montessori teacher training for certification begins with enrollment into the independent study course – a series of reading and writing assignments which engage Montessori principles at their most basic level. This substantial IMS dialogue provides the fundamental knowledge and preparation for effective completion of all subsequent requirements for Montessori teacher certification.

For information to enroll into this initial independent study course, contact: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

Look for the

May Observer

featuring

Normalization

The Montessori Observer
published by
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LETTERS To IMS

Dec. 2, 1982

Thank you for the issue of "*Montessori News*" which were distributed to our parents, staff and friends of the College. Such publications are invaluable tools in the process of educating the public about Montessori . . .

Very truly yours,

Beti Wyn Holcombe
Columbia, SC

Jan. 7, 1983

This is to thank you for sending me all the information. I am happy to be a member of the Montessori Society . . .

Thank you,

Radhika Mudalige
Las Vegas, NV

Feb. 18, 1983

Your message entitled *Time* certainly had an impact on me. I am looking forward to the next issue. We need people like you to remind us of our mission in the world of education. Our responsibility is immense and sometimes awesome.

Sincerely,

Hestia Abeyesekera
St. Louis Park, MN

Feb. 25, 1983

How pleased I was with the recent *Observer* and the coverage of our effective program . . . Thank you for all the interfacing you have done with me these past years.

Sincerely,

Lee Bailey
Ft. Wayne, IN

March 23, 1983

. . . I would love to hear about other Montessori directress' and what they are doing in their own programs.

Sincerely yours,

Janet Davies
Airdire, Alberta, Canada

Ed. Note: *IMS welcomes submittal of pictures, articles, information and ideas for publication in the "Observer."*

Harmonizing Montessori Community

Cont'd. from Page 1, Col. 3

and private education. Such free public use invites a wide diversity of viewpoint and opinion with regard to the fundamental question: "*What is Montessori?*"

Certainly, the *Montessori Community*, **per se** does not represent a collective commitment to the effective application of the three fundamental Montessori principles: (1) "*Observation*"; (2) "*Individual Liberty*"; and (3) "*Preparation of the Environment.*" Indeed, one's own commitment to such principles inevitably challenges and confronts significant beliefs and opinions within the *Montessori Community* which oppose and deter the expression and recognition of such commitment.

The creative pathos of the *Montessori Community* - - controversy and dissonance to the casual observer - - is actually a very unique and distinctive "*harmony*" within the total interrelated functioning of the universe. The distinctive cosmic function of the *Montessori Community* - - to create the vision of Dr. Montessori's "*new education*" - - is a vital and lively component of the cosmic symphony, the "*music of the spheres.*"

Marketplace

Learning Through Music, *by Hestia.* Active songs designed for Montessori classroom. Also, wide selection of children's records/cassettes. Artists include: **Tom Glazer, Ella Jenkins, Hap Palmer, Barry Polisar.** Write for inventory. Send a SASE to: *Spectrum Records*, 11507 Hitching Post Ln., Rockville, MD 20852.

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School Consultation. IMS review of school and classroom environment based on IMS membership criteria. On-site visit and written report included. For information, write: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

Simple Musical Instruments. *Montessori Harp* - $175 plus $15 pack/shipping; *Montessori Psaltery* - $125 plus $10 pack/shipping; 6 notation sheets for simple tunes for pre-school, $30 extra; $25 prepaid deposit with order; delivery in approx. 30 days; full size plans and instructions $10 ea. Send orders to: John Maluda, 1901 Ashmoor Lane, Anchorage, KY 40223.

Positions & Placements

Montessori Teacher: (6–9) to start class September, 1983. Salary open to negotiation depending on training and experience. Established school operated by parent-run board. Diverse enrollment. Contact: Patricia A. Meyer, Administrator, Calumet Region Montessori School, 2109 E. 57th Ave., Hobart, IN 46342, (219) 942 - 9410.

Montessori Teacher: Pre-school and Elementary Teachers needed for Fall, 1983. The Harborlight Montessori School is ½ hour north of Boston on the Historical North Shore. Close to beaches, wildlife sanctuary, museums and colleges. Salary is negotiable. Send resumes to: Susan E. McDonough, Administrator, Harborlight Montessori School, 243 Essex St., Beverly, MA 01915.

Montessori Teacher: Required for the 2½-6 year age group for this Fall. Excellent Salary. Supportive administration. Located 18 miles north of San Francisco, in beautiful Marin County. Please call or write: Genesse Gentry, San Anselmo Montessori School, P.O. Box 707, San Anselmo, CA 94960, (415) 457 - 3428.

Instructors: Cultural Subjects, Language, Kodaly Music. For IMS Elementary materials workshop, Summer, 1983, 1984. Send resume to: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

Montessori Elementary Teachers: (6-9) and (9-12) trained elementary teacher for 1983. School is ten years old. Has three (3-6) classes, transitional class and two (6-9) classes. Call or send resume to: Sr. Deanna, Montessori Child Development Center, 620 Elizabeth Street, Denver, CO 80206, (303) 333 - 9478.

Montessori Trained Person: man or woman, is needed for a Primary (3-6), and assistants, men or women, for toddler, Primary and Elementary are needed for the school year beginning August 1983. Rosehill Montessori is in the western suburbs of Chicago, and was established in 1975. We serve children ages 2-9 and are growing by leaps and bounds. Send resume to: Sherry Wolfe Rewey, Director, Rosehill Montessori School, 5207 Kingston Ave., Lisle, IL 60532.

Montessori Teacher: (6-12), to take over a class of 25-30 children ages 6-10. Well equipped school in its ninth year with 125 enrollment. Pleasant environment, new facility. Salary negotiable, based on qualifications. Contact: Cindy Cain, The Discovery School, 4601 N. 2nd St., McAllen, TX 78501, (512) 687 - 1117.

Montessori Teacher: Preschool level position available for Fall of 1983. Full or part-time. Established, growing school offers competitive salary. Please contact: Three Rivers Montessori School, P.O. Box 11078, Ft. Wayne, IN 46855.

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April 1983
Pride

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Health Problems in Infant - Toddler Programs

Susan Aronson, MD reports **(CCIE,** *March/April 1983)* that children in group programs for infants and toddlers may have a significantly higher rate of infection and illness than children cared for at home. Specifically, Dr. Aronson cites several studies which show that infants under one year of age in group care programs suffer significantly more days of fever, cough and runny nose than children of the same age group reared at home.

Dr. Aronson also reports that for children over one year of age, the incidence of respiratory infection — the most common form of contageous illness in young children — is roughly the same for children in group programs as compared to children reared at home. She notes that children ages one to five generally have an average of six to eight respiratory illnesses per year.

To reduce the spread of infection in programs for young children, Dr. Aronson suggests humidifiers or water pans in the environment to maintain humidity between 40% and 60% (to keep respiratory membranes coated with a resistive moist mucous barrier). In addition, she recommends a relatively cool room temperature (to reduce fluid loss through perspiration and evaporation) and daily outdoor activity, using the time to ventilate the room. Advice to speed recovery of ill children includes use of vitamin C, frequent fluids, rest and exercise.

Reminder

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Maryland Opposes Freedom

Cont'd. from Page 1, Col. 3

Written testimony in support of the proposed bills was also submitted by several individuals. Notably, **Susan Brattan**, parent of several children in the state, wrote that "Our constitution guarantees our right to freedom of choice. It is not appropriate that the State can regulate and control this right when it relates to content . . . The freedom of choice is the freedom also to be different." In addition, **Emily Gray**, former Maryland teacher and parent, stated the ". . . I would encourage initiative and innovative ideas in education that otherwise might not be allowed to develop under such restrictive requirements as now exist."

Mr. Havis believes that legislation to bar the current State censorship of private education will eventually pass once the public becomes more fully aware of the detrimental effect of such censorship on the quality of education in the state.

Pride

Cont'd from Page 2, Col 2

tyrannical behavior with children. Inevitably, one's *"pride"* is destroyed to enable the child's "true nature" to emerge as a natural result of such commitment.

The Child's Truth

Conscious commitment to the effective application of Montessori principles leads to the realization that *"humility"* is an integral, inherent aspect of such commitment. The adult so committed to Montessori principles is the *"master"* whose humility ultimately enables one to discover what Dr. Montessori refers to as *"the truth in the soul of a child."*

Control the Environment, Not the Child

"Control the Environment, Not the Child" is an important guide in following the basic Montessori principle, *"Preparation of the Environment."* This notion teaches the absolute ineffectiveness of any efforts by the adult to control or force the child to *"normalize"* - - i.e., realize a profound shift in its nature from chaos and disorder to its *"true nature,"* loving order and constructive activity, joyful and spontaneously self-disciplined.

The effective adult enables genuine *"normalization"* through indirect engagement with the child through its environment. Such indirect engagement aims to resolve influences in the child's environment which deter and oppose *"normalization."*

The adult's own *"personality"* is often implicated as a persistently overlooked detrimental influence in the child's environment. Adults unconsciously allow such *"personality"* to deter *"normalization"* in circumstances such as: providing unnecessary "help" to children; promoting dependency on the adult; excessive and persistent involvement with individual children; emotional attachment; and reacting to a child's manipulative behavior.

Controlling one's own *"personality"* - - i.e., beliefs, thoughts, feelings, judgments, attitudes, behavior patterns, etc. - - is absolutely vital to support the child's spontaneous "normalization." Such control is an integral expression of the notion, *"Control the Environment, Not the Child."*

IMS Membership Directory

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The Montessori

OBSERVER

Normalization

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The "Montessori" Certificate

Montessori teacher training courses, such as the 1982-83 IMS/Santa Rosa course now completing in northern California, normally issue a "Montessori" certificate to graduates to acknowledge their completion of such course and to indicate preparation for Montessori teaching. Notably, IMS issues its certificate to acknowledge successful completion of extensive academic and practical course work directed to the effective application of Montessori principles with young children.

The "Montessori" certificate is generally perceived by the general public as a statement of one's skill and ability to effectively create and supervise a Montessori environment. Such a public view reflects the common notion in society that "certification" in a field is the consumer's assurance of complete competency and qualification. However, in Montessori education, such a public view of the "Montessori" certificate is unwarranted on several grounds.

First, one's character and commitment — not words on a "certificate" — establish one's fundamental claim and qualification as an effective, genuine Montessori teacher; ". . . not words, but virtues, are her main qualifications." **(M. Montessori** *from* **Discovery of the Child,** *p. 150).* Ultimately, emergence of the "normalized" child reveals one's "qualifications" as an effective Montessori teacher.

Second, a "Montessori" certificate in the United States has no uniform meaning or basis since such certification reflects no common accreditation procedure. In short, certificates can be issued by individuals, schools or organizations for completion of course work ranging from a brief seminar to a lengthy multi-phase course over the space of several years.

Third, the value of a "Montessori" certificate — as a public guarantee of one's qualifications and competency — essentially reflects only the nature and purpose of the issuing entity. Since the name "Montessori" is unregistered by the

Cont'd. on Page 4, Col. 2

PS 026670

Children engaged in a weaving project at the Harborlight Montessori School (Beverly, MA).

Montessori in Massachusetts -

A Harborlight on the Ocean

The Harborlight Montessori School Beverly, Massachusetts) is located on the ocean (the historic "North Shore") about ½ hour north of Boston, Massachusetts. This IMS member school is situated on four beautifully wooded acres of land and is close to beaches, a wildlife sanctuary, museums and colleges.

The school, founded in 1973 as a non-profit corporation, began with an enrollment of 36 children in one morning class. Presently, 130 children are served in a program which includes four preschool classes, one elementary class, extended day, day care and a summer camp. Special program features include music, creative movement, dance, swimming, gymnastics, parent education and after school creative discovery classes.

The Harborlight school has hosted summer staff training workshops and activities sponsored by the **Montessori Association of New England (M.A.N.E.).** Notably, the school will be having its first of a series of Montessori workshops for teachers and administrators the week of August 29, 1983. Housing will be available nearby for out-of-town participants.

For further information about the school or workshop activities, contact: **Susan E. McDonough,** Administrator, Harborlight Montessori School, 243 Essex St., Beverly, MA 01915, (617) 922-1008.

Learning Spanish in Spring Valley, CA

The Helix Montessori School, (Spring Valley, California) includes Spanish as a foreign language at the school. This IMS member school also offers art and dance as special features of its school program.

Sarala K. Shah is the owner and director of this school which provides both full-day and half-day sessions for children aged 2-9. A summer Montessori program and day care are also offered.

For further information, contact: Sarala K. Shah, Helix Montessori School, 3941 Conrad Dr., Spring Valley, CA 92077, (619) 460-4121.

Child working in classroom at the Helix Montessori School (Spring Valley, CA).

Revolution

Society has built up walls, barriers. These the new education must cast down revealing the free horizon. The new education is a revolution, but without violence. It is the nonviolent revolution.

M. Montessori
from **Absorbent Mind,** *p. 215*

Normalization

"(Normalization) . . . ***is the most important single result of our whole work."***
M. Montessori
from **Absorbent Mind**, *p. 204*

The entire purpose of Montessori education coverges on the psychological event which Dr. Montessori terms "normalization" – the shift of the child's condition of relative chaos and mental disorder to a state of harmony, peace and integration expressing its spontaneous, unfolding "true nature".

"Normalization," possible only with the young child, reveals the path of normal human development which can create a transformed, peaceful world for all humanity. Dr. Montessori clearly observed in the "normalized" child those human qualities needed for such a new world.

> *"Only 'normalized' children, aided by their environment, show in their subsequent development those wonderful powers that we describe: spontaneous discipline, continuous and happy work, social sentiments of help and sympathy for others."* **(Id.,** *p. 207)*

Present adult society – relying on prisons, police, soldiers and guns – reflects an impressive opposition to the reality of the "normalized" child.

Opposition to Normalization

Adult society, dominated by deviations of personality inbred from a long history of detrimental environmental conditions, fundamentally opposes the emergence of the "normalized" child. Within the Montessori community, these conditions tend to compel distortion and unconscious opposition to the genuine realization of "normalization" as envisioned by Dr. Montessori. Faced by such powerful social conditions, inexperienced teachers readily lose faith in the "new child" as a practical reality.

Courage to Confront

> *"The great majority of teachers, in the absence of sufficient training and experience, end by thinking that the 'new child' so eagerly expected and of whom so much has been said is nothing but a myth or an ideal."* **(Id.,** *p. 270)*

Montessori teachers seeking to realize the "normalized" child need considerable courage and determination to successfully confront the powerful forces allied against one's effective functioning in the child's environment. For example, one's creation of an effective Montessori environment inevitably confronts such forces as: impatient parents, tyrannical licensing agencies, inappropriate school policies and scheduling, and the general conditions of insufficiency in society with regard to time and money. In the face of such powerful opposing forces, the search for the "normalized" child in the classroom can readily be postponed, diverted or completely abandoned.

Inner Preparation

> *"The first thing required of a teacher is that he be rightly disposed for his task."*
> **M. Montessori**
> *from* **Secret of Childhood**, *p. 149*

The first essential for normalization in the child is the teacher's *inner preparation* – to realize the inherent effectiveness of one's commitment to the application of the three fundamental Montessori principles: (1) "Observation"; (2) "Individual Liberty"; and (3) "Preparation of the Environment." This commitment – independent of all forces outside the individual – is the total and complete inner basis for one's ability to realize *normalization*.

Point of Departure

Effective "inner preparation" comes about through communication and participation with one's commitment to Montessori principles. Such communication, an inherent basis of IMS Montessori teacher training, is provided through a series of academic and practical experiences which confront and resolve one's inner barriers opposing the realization of commitment to Montessori priciples. Such effective preparation is a point of departure on the path towards ultimate realization of "normalization" in the classroom with children.

The Right Conditions

One's commitment to Montessori principles is the right precise psychic condition within which normalization is compelled to eventually emerge in the child. However, the actual emergence of such normalization in any given child unfolds as a process over time; i.e., a series of distinct stages, functions and behavior arriving ultimately at the "normalized" child.

Initial Function – Confrontation

> *"The little hell that has begun to break loose in the children will drag to itself everything within reach . . . do not fear to destroy evil."*
> **M. Montessori**
> *from* **Absorbent Mind**, *p. 268*

Once the teacher has prepared an orderly, beautiful physical environment, her initial function is to confront the unnormalized behavior in children. The teacher's lively friendly manner is her most potent means of drawing the children to her to redirect them to any number of useful tasks or games: e.g., clean-up a portion of the room; move furniture; come together for group music, active games or some enjoyable exercise.

Break the Flow

Essentially, the teacher's initial function aims to "break the flow of disturbing activity" by "distracting demonstrations of affection" and showing a "special and affectionate interest in the troublesome child" **(Id.,** *p. 279).* Eye contact, initiated by the child, is a very effective indication of the appropriate moment for such distraction.

Cont'd. on Page 3, Col. 2

Look for the

September Observer

featuring

Patience

The Montessori Observer

published by

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Lee Havis, Executive Director

The Montessori Observer is mailed eight times each year to IMS members throughout the world. The *Observer* is sent during the following months: Jan., Feb., March, April, May, Sept., Oct., and Nov. The purpose of this publication is to provide news and information about the development of Montessori education to extend awareness of Montessori principles and promote harmony within the Montessori community.

INTERNATIONAL MONTESSORI SOCIETY

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Legal Briefs

Decision for "Liberty" in Michigan Court

Sheridan Rd. Baptist Church, et al v.
State of Michigan, et al. No. 80-26205-AZ
Decided: Dec. 29, 1982

On December 29, 1982, State Court Judge **Ray Hotchkiss** granted an injunction to prevent the state of Michigan from enforcing certain of its laws aiming to control private education in the state. Judge Hotchkiss held essentially that the challenged state laws were unconstitutional, in violation of the "due process" clause of the 14th Amendment of the U.S. Constitution.

The issue of state control of teacher qualifications in private schools was a critical issue in the case. The state argued that its certification requirements were a legitimate and reasonable effort "to provide some minimum standards to address things a teacher ought to know in order to avoid harm or detriment to children" **(Court Decision,** ***p. 5).*** Judge Hotchkiss disagreed stating that:

> *"The overwhelming weight of evidence presented, however, shows that teacher certification does not insure teacher competency and may even inhibit teacher competency."* **(Id., *p. 6)***

The Court also found unconstitutional the state's requirement that private school courses of study must conform to the "same standard" as public schools. Specifically, the Court stated that:

> *". . . such a scheme does not even assure a minimum degree of quality in education, it merely requires that non-public schools be as good as, or bad as, the public schools in the district."* **(Id., *p. 8)***

The IMS federal court case now pending against the state of Maryland raises similar issues as those decided in the Sheridan case here. The decision in this Michigan state court case shows the way for other successful legal confrontation with government efforts to suppress "individual liberty" needed for the operation of effective Montessori schools.

INTELLIGENCE

"Our care of the child should be governed not by the desire 'to make him learn things,' but by the endeavor always to keep bright within him that light which is called the intelligence."

M. Montessori
from **Spontaneous Activity in Education,** *p. 240*

Normalization

Cont'd. from Page 2, Col. 3

Transition Phase — Calmness

> *"Now the class is calm. The children come into contact with reality; their occupations have a definite aim . . . Many of the (Montessori) schools get no further than this . . ."* **(Id., *p. 269)***

The teacher's initial firm, friendly guidance generally brings the classroom to a state of calm which to the untrained eye may appear as "normalized." However, lack of deep concentration reveals the fundamental absence of genuine "normalization";

> *"One, and only one, factor betrays the insecurity of this apparent order . . . it is that the children keep going from one thing to another."* **(Id., *p. 269)***

Concentration

Deep concentration is the critical moment towards which the effective Montessori teacher has consistently aimed throughout the "Transition Phase." Such critical moments of deep concentration are most unlikely to occur in classrooms which inhibit long individual work periods by such requirements as: lengthy collective lessons, frequent interruptions, group projects and group scheduling impositions.

Patience

> *". . . it is not so easy . . . to stand still and watch."* **(Id., *p. 272)***

Prior to the critical moment of deep concentration, the teacher must exercise great patience to allow for the natural emergence of "normalization." During the difficult "Transition Phase," inexperienced teachers must resist the tendency to yield to feelings of urgency about the child's academic progress; e.g., giving lessons in the use of advanced Montessori sensorial and cultural materials.

Normalization

> *"The transition from one state to the other always follows a piece of work done by the hands on real things, work accompanied by mental concentration. This psychological event . . . we have called by the technical term 'Normalization.'"* **(Id., *p. 204)***

The state of peace and harmony which emerges spontaneously out of the child's deep concentration begins the child's new path of "normalized" activity and interest. Such a "normalized" child becomes significantly drawn to develop its intelligence and acquire a vast quantity of exact academic knowledge. The Montessori environment supports this unfolding "new child" by offering a full progression of materials and exercises consistent with the child's normal intellectual interest and needs.

Cont'd. on Page 4, Col. 3

Positions & Placements

PLACEMENTS:

Montessori Teacher: for September 1983. Full Day Program. 12 year old school in Sunny Savannah, GA. Salary negotiable depending on experience. Send resume to: Gloria R. Ludwig, Ryan Hall Montessori School, 17 W. Park Ave., Savannah, GA 31401.

Director/ess: wanted mid-August for 3-6 class (possibly extended day). Our school is well established (20 yrs.) and is expanding. Send resume and reference to Staff Search Committee, Montessori School of Champaign-Urbana, 1112 Broadmoor, Champaign, IL 61821.

Montessori Elementary Teachers: Needed for Santa Clara and Campbell locations. Salary open to negotiation depending on training and experience. Please call or write: Marina Moustakas, Rainbow Montessori, 2105 Los Padres, Santa Clara, CA 95050, (408) 241-8662.

Montessori Teachers: (3-6) Two needed for 3-6 classes. One position requires assistant administrating. Salary negotiable. Send resume to: Julie Quintana, 7416 Northlea Way Citrus Heights, CA 95610, (916) 966-3666.

Montessori Elementary Teachers: one for 6-9 class, and one for 12-14 class. Join current experienced staff in elementary-junior high program expanding to 80-85 students in fall of '83. Current school staff of 2 (6-9), 1 (9-11), and 1 (11-13) classes in 13 year old program. Located in beautiful facility 15 miles west of Boston. Easy access to Boston cultural benefits. Competitive salary based on experience. Send resume to: Betsy Kluchman, Administrator, Eliot Montessori School, 189 Eliot St., S. Natick, MA 01760, (617) 655-7333.

POSITIONS WANTED:

Montessori Teacher: Desires position in U.S.A.. Holds diploma in Montessori Method of Training. College background includes business ***(London, England)*** and general education ***(Sri Lanka).*** Trained in school for mentally handicapped. Teaching experience in Great Britain. Contact: **Mrs. L. H. Mutukisna,** 260/1 Kotte Rd., Nugegoda, Sri Lanka.

Montessori Teacher: Desires position in U.S.A. Received Montessori diploma in 1979 from Good Shepard Maria Montessori Training Centre ***(Columbo 7, Sri Lanka).*** Three years Montessori teaching experience at Montessori House of Children, St. Lawrence Convent ***(Columbo 6, Sri Lanka).*** References from Rev. Mother Joan Bosco (Good Shepard Training Centre). Contact: **Subajothy Rajakumar,** Montessori House of Children, St. Lawrence Convent, Columbo 6, Sri Lanka.

Montessori Elementary Teacher: Holds AMS (3-6) Montessori certificate (1964), AMI (6-12) Montessori certificate (1975). M.A., Spanish, French, Orff. Teaching experience in U.S.A., Europe, Africa. Rewarding salary expected for career commitment in U.S.A. or abroad. Contact: **E. De Croix,** Eastwind, Vessup Bay, St. Thomas, V.I. 00802, (809) 775-1380.

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May 1983
Normalization

Address correction requested

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LETTERS TO IMS

April 6, 1983

Good Morning:

We enjoy receiving the Montessori Observer. Our staff has found the articles to be very interesting and helpful.

Sincerely,

Sherry Wolfe Rewey
Lisle, IL

April 10, 1983

Dear Mr. Havis,

. . . Thank you for your valued support.

I have mentioned that you would welcome regular communication from individuals and schools in my article for our next Local Montessori Newsletter, which is sent to the Montessori Schools of New Zealand.

We have received newsletters from several Montessori Schools in the U.S.A., and we have been encouraged and inspired.

Thank you again,

Jill Chivers
National Co-ordinator
New Plymouth Montessori Assoc.
New Plymouth, New Zealand

The Collective Lesson

. . . at the outset the teacher **cannot give** *collective lessons. Such lessons, indeed, will always be* **very rare** *since the children being free are not obligated to remain in their places quiet and ready to listen to the teacher, or to watch what she is doing. The collective lessons, in fact, are of very secondary importance, and have been almost abolished by us.*

M. Montessori
from **Montessori Method**, *p. 107-108*

"Montessori" Certificate

Cont'd. from Page 1, Col. 1

U.S. Patent and Trademark Office, its use is available for whatever purpose desired, limited only by whatever local government control there may be over private education. In short, there is no guarantee that a "Montessori" certificate is not issued by an entity whose connection with the application of Montessori principles is limited only to use of the name itself.

Fourth, where government regulation does intervene in the issuance of teacher certification, such intervention generally tends to force the "Montessori" certificate to comply with the bias and dominant views of traditional education. For example, the state of Maryland requires Montessori teachers to have an "approved" certification, the issuance of which is controlled by regulation of Montessori teacher training institutes in the state. However, IMS is unable to operate its teacher training institute to issue its "Montessori" certificate due to a highly subjective curriculum review procedure to which is has been adversely subjected. (IMS is presently in federal court challenging the imposition of this censorship system as unconstitutional.)

In sum, the "Montessori" certificate itself may be the least significant element of an authentic Montessori teacher training program. Ultimately, the worth and effectiveness of an individual "Montessori" teacher lies not in the certification received but rather in one's practical performance and results realized in the classroom with children.

A piece of paper called a "Montessori" certificate can never itself create an effective Montessori environment – only, an individual committed to the effective application of Montessori principles.

Normalization

Cont'd. from Page 3, Col. 2

Supporting Normalization

> *"The great task of education must be to secure and preserve a normality which, of its own nature, gravitates towards the center of perfection."* **(Id., p. 239)**

The teacher must now allow normalization to continue in the child as a natural, spontaneous expression of its unfolding "true nature." This expression leads always along the path of increasing independence until the teacher ultimately finds herself unnecessary in the environment.

> *"What is the greatest sign of success for a teacher? . . . It is to be able to say 'The children are working as if I did not exist.' "* **(Id., p. 283)**

Catalyst for Transformation

Ultimately, the psychological event termed "normalization" is the primary catalyst for transformation of society. Such event provides the conscious motive and visible, tangible evidence that the "new education" is a present, genuine reality in the world. The "normalized" child reveals the "new education" as a growing reality whose ultimate source is the creative power of one's own commitment to the effective application of Montessori principles.

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Vol. IV, No. 6 September 1983

The Montessori

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Patience

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IMS Prevails on Appeal

Fourth Circuit finds "broad-ranging and intricate constitutional challenge"

On June 23, 1983, a three judge panel of the Federal Court of Appeals for the Fourth Circuit unanimously ruled that IMS was entitled to have its "broad-ranging and intricate constitutional challenge" heard in federal court.

In its 18-page, published decision written by **Chief Judge Harrison Winter**, the Fourth Circuit stated that "we reverse the judgment of dismissal and remand to the district court to allow the case to proceed." Accordingly, IMS will proceed with its efforts to win an injunction against the state of Maryland to prevent its enforcement of laws which have thus far prohibited IMS from training Montessori teachers in the state.

The June 23rd appeal decision overruled a lower federal court decision to "abstain" from hearing the IMS case on the grounds that the Maryland state courts should have the first opportunity to consider such a "sensitive matter" as that state's laws regulating private schools in the state.

However, the Fourth Circuit overruled application of "abstention" in this case since such an application "would displace federal jurisdiction over all challenges to state educational regulations." The Court further noted that the issue of "vagueness" in the challenged state laws regulating private education was a federal constitutional issue not properly left to state court interpretation.

Cont'd. on Page 3, Col. 3

Regulations in New Zealand

Rosalie Hay reports from New Zealand that new, more restrictive regulations are being imposed over Montessori schools in that country. Such regulations, recommended by a national group known as "Advisory Committee on Child Care Centers," will attempt to reduce the maximum enrollment in any one center from 50 to 24 and will seek to lower the teacher-child ratio from 1:10 to 1:8 for pre-school age children. In addition, the Advisory Committee has suggested an accreditation board be set up to make decisions on training needs.

IMS and local educators interested in Montessori education have sought to create a waiver or exemption for Montessori schools under the new restrictive regulations. However, such efforts thus far have not proven successful.

For further information, contact: Rosalie Hay, 128 Tukapa St., New Plymouth, New Zealand.

The Danger of Computers

Beti Wyn Holcombe, director of a Montessori school in Columbia, S.C. believes that the careless introduction of computers to children can seriously threaten the integrity and effectiveness of a Montessori classroom. Notably, she states that some computer-aided instruction subjects the children "to drills that emphasize rote memorization, and the computers ('the teachers') are regarded as robots with 'knowledge.' This kind of computer usage, indoctrination and data-gathering, is not compatible with the Montessori philosophy of freedom to learn through discovery."

Ms. Holcombe offers a computer course to train teachers to effectively introduce the computer to children, consistent with Montessori principles. Her course features the use of "Logo" language using an Apple II Plus computer. "The Apple II Plus/Logo Package includes an excellent manual that can

Cont'd. on Page 4, Col. 3

FORCE OF NATURE

> *We have to adjust our minds to doing a work of collaboration with nature*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 89*

Children working at the Little Flower Montessori School (Mishawaka, IN)

Little Flower Grows Big in Indiana

The Little Flower Montessori School (Mishawaka, IN) has grown considerably since its start with a single teacher and classroom in 1969 associated with the Little Flower Church. Since 1969, the school has acquired its own building and a prominent reputation in the South Bend, Indiana area.

Donna Durish, administrator and head directress of Little Flower reports that the 83-84 school year will have an enrollment of 235 children with 21 staff members.

This IMS Montessori school member has expanded gradually since 1969 in response to its very considerable public support. After its organization as a private non-profit corporation in March 1970, an expanding enrollment soon demanded new facilities. In October, 1980, the President of Notre Dame dedicated a new building for the school in Mishawaka, IN where the Little Flower program is presently conducted.

Currently, four 3-6 classes meet Monday through Friday. Six classes for Toddlers meet two or three days a week. There is one Extended Day

Cont'd. on Page 3, Col. 2

Patience

"Wait while observing" – That is the motto of the educator.

Maria Montessori
from **Dr. Montessori's Own Handbook**, *p. 132*

Dr. Montessori urges patience in one's approach to the child. However, such patience can be severely tested when confronted with the disorder and disobedience encountered with children first entering the Montessori environment.

The Primary Purpose

The new education has as its primary aim the discovery and freeing of the child.

Maria Montessori
from **Secret of Childhood**, *p. 110*

In September, many school scheduling requirements and other organizational demands may contribute significantly to a general condition of impatience among staff, parents and teachers. Rushing to meet the school's demanding requirements and goals can readily divert one's attention from the true primary purpose of such activities; i.e., the discovery and freeing of the "normalized" child.

Busy Bodies

. . . impatient persons are like those busy bodies that always make off when there is really work to be done

Maria Montessori
from **Spontaneous Activity in Education**, *p. 133*

The true work of Dr. Montessori [illegible] creating the "new education" requires a genuine patience in the face of countervailing outward demands. One's impatient tendency to busily react to outer demands readily compels inappropriate behavior with children; e.g., insisting on rigid classroom time schedules and procedures to meet the demands and dictates of staff, teachers and parents; urging children into advanced work before "normalization" has occurred; and unconsciously manipulating activity in children to show an outward appearance of a "normalized" classroom. Such "busy body" behavior imposes a hostile environment on the child which retards or even destroys the opportunity for a genuine expression of the child's true "normalized" nature.

The Child's Schedule

"The child has not been able to actualize his primitive plan of development because of the hostile environment he encountered in his formative period.

Maria Montessori
from **Secret of Childhood**, *p. 155*

The adult's unconscious tendency to rush to accomplish goals such as a superficial appearance of "normalization," to which one may be deeply attached, can significantly interfere with the young child's actualization of its own individual "primitive plan of development." Such an impatient adult tendency lies hidden deeply within each individual eminating from detrimental experiences in one's own early childhood. Ultimately, one's unconscious impatience emerges as an adult society in which "respect for time" and accomplishing external goals takes precedence over all else.

Time in Society

Our civilization is not based upon "respect for life" and "respect for the soul" but rather it is based upon "respect for time."

Maria Montessori
from **Spontaneous Activity in Education**, *p. 201*

Society inevitably involves every adult in a web of impatience which urges the accomplishment of external goals within a minimum period of time. Such a "web of impatience" must be assertively confronted by the adult committed to the effective application of Montessori principles. The "normalized" child cannot emerge within the hostile time-dominated environment of adult society.

Wait for the Child

it is not so easy . . . to stand still and watch

Maria Montessori
from **Absorbent Mind**, *p. 272*

The effective adult needs to exercise considerable patience in the face of challenging initial disorder and disobedience in children. Lacking sufficient patience, the ineffectual adult readily yields to a sort of well-meaning tyranny over the child which further deters the child's opportunity for true "normalization" and natural, spontaneous development.

Patience Implies Humility

humility is an element of patience

Maria Montessori
from **Spontaneous Activity in Education**, *p. 114*

Cont'd. on Page 4, Col. 1

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October Observer

featuring

"Personality"

The Montessori Observer
published by
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912 Thayer Ave
Silver Spring, MD 20910
(301) 589-1127
Lee Havis, Executive Director

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ADVERTISING
Advertising space is available for services and products relating to Montessori education. Marketplace ads are $7 [illegible]. Position and Placement ads are $10 each and will be set and edited by us to conform to space requirements. Write for our advertising outline for rates and other information about design advertising.

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Legal Briefs

The Name "Montessori"

The American Montessori Society, Inc. v.
Association Montessori Internationale

155 U.S.P.Q. 591 **Decided Sept. 20, 1967**

In 1967, an organization known as the **Association Montessori Internationale (AMI)** sought to register the name "Montessori" for its exclusive use in the United States. Opposing this registration, another organization, known as the **American Montessori Society, Inc. (AMS)**, appeared claiming that such registration by the AMI organization would deter the right of AMS to freely use the term "Montessori" with respect to its own separate teacher training and educational activities.

AMS presented an affidavit of Mrs. Nancy Rambusch and other exhibits to show the active nature of their involvement with respect to the name "Montessori." The Patent Office Trademark Trial and Appeal Board considered this AMS evidence and accordingly refused to grant the AMI its requested registration. Specifically, the Appeal Board held that:

> "... *the statements of Mrs. Rambusch and the documentary evidence submitted in support thereof conclusively show that the term "Montessori" has a generic and/or descriptive significance in respect to a certain type of education and philosophy and methods associated therewith.*"
>
> **155 U.S.P.Q.** *at 592*

In brief, the AMI organization was denied registration and exclusive use of the term "Montessori" since such term was widely employed outside of that organization to designate similar types of educational activities. Since 1967, many new organizations and schools have emerged with no more apparent relationship with each other necessarily than the use of the common term "Montessori."

Note: Recently, the International Montessori Society has obtained official registration of its name "International Montessori Society" and its descriptive logo, IMS with globe. However, the IMS organization cannot lawfully deter the use of the term "Montessori" per se by non-affiliated organizations and schools in view of the above 1967 case.

IMS Membership Directory

New Spring, 1983 Issue

Price - $5.00 - Prepaid to IMS

Little Flower Montessori School building (Mishawaka, IN), dedicated in 1980.

Little Flower School

Cont'd. from Page 1, Col. 3

class for five year olds and one half-day Kindergarten. The first elementary class was begun in the fall of 1982.

Special program features include a tutorial program for remediation and enrichment for children in grades 1 through 6. In addition, parent education and French as a foreign language are provided.

For further information, contact: Donna Durish, Little Flower Montessori School, 15767 Day Rd., Mishawaha, IN 46545, (219) 256-5313.

Announcements

Montessori Child Development Institute (MCDI) will sponsor a workshop featuring musical and language experiences and first aid for the young child, October 15, 1983 (9-4) at MCDI, 2010 Newton, Little Rock, AR 72207. For information, contact: Jyothi McMinn, MCDI, (501) 666-0025.

Marketplace

Ohio School for Sale. Most beautiful school in Central Ohio. Fully equipped, well-established, 5 spacious classrooms, 2 offices, carpeted, air-conditioned, next to elementary school, licensed for 140. Contact: Helen Moore, Montessori Community School, 621 Country Club Dr., Newark, OH (614) 344-9411.

Montessori . . . *Creating the New Education.* IMS publication answers the question "What is Montessori?" Send $1.00 to: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

"Montessori" bumper stickers. Show support for Montessori education in the community. Distribute to parents. $1.00 ea., $0.80 ea. in quantities over 10. Send order to: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

School Consultation. IMS review of school and classroom environment based on IMS membership criteria. On-site visit and written report included. For information, write: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

Positions & Placements

PLACEMENTS:

Montessori Teacher: (2-6). Sept. 1983 – May 1984. Send references and resume to: Debbie Scott, Batesville Montessori School, 623 Water St., Batesville, AR 72501, (501) 793-3174.

Montessori Teachers: (3-6). Two needed for 3-6 classes. One position requires assistant administrating. Salary negotiable. Send resume to: Julie Quintana, 7416 Northlea Way, Citrus Heights, CA 95610, (916) 966-3666.

Montessori Teachers: (3-6). To start class August, 1983. Salary open to negotiation depending on training and experience. Strong and supportive administration. 2 classes per day. Established school, privately-owned, located in beautiful, wooded setting. Send resume or call: Lynne Rodney, Director, New Spirit Montessori School, 19010 Austin Way, Los Gatos, CA 95030, (408) 395-3085.

IMS Prevails on Appeal

Cont'd from Page 1, Col. 2

> *No single interpretation of the statutory language questioned by Havis would conceivably narrow the Board's criteria in evaluating an applicant's "educational qualifications and standards" to the point where the constitutional issue, whatever its merits, could be avoided.*
>
> **Slip Op. 82-1098**, *p. 14*

The Fourth Circuit noted also the basic First Amendment constitutional challenge which lies at the heart of the case:

> *Havis asserts that the language of Section 12-203(b), requiring the Board to evaluate the "facilities, conditions of entrance and scholarship,* **and educational qualifications and standards** *(emphasis added) of IMS, admits of abuse through academic content censorship, and that such a standardless and subjective review of content occurred in the denial of his application.*
>
> **Slip Op. 82-1098**, *p. 4, n. 3*

This claim, and other such related constitutional issues will now proceed to resolution in the lower federal court. For example, IMS continues its quest for a preliminary injunction to allow its teacher training program to operate in Maryland prior to trial on the merits, scheduled for March, 1984. Such trail proposes to include a disposition of monetary damages against the state party defendants as compensation for the constitutional deprivations inflicted upon IMS in this matter.

Send $5 to IMS to obtain a copy of the June 23, 1983 decision of the Fourth Circuit Court of Appeals. IMS Montessori school members may receive a *free* **copy upon request.**

Vol. IV, No. 6
September 1983
Patience

Address correction requested

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Patience

Cont'd. from Page 2, Col. 2

Imposing one's well-meaning tyranny over the child implies a sort of prideful superior knowledge over the child's own unfolding "primitive plan of development." By contrast, true patience implies a humility which foregoes immediate outward goals and results for a more permanent, profound experience of the child. Such a humility recognizes that true "normalization" follows insuperable natural laws and cannot be rused or otherwise directly induced by force, control or manipulation.

Developing Patience

Patience – an essential aspect of one's complete commitment to Montessori principles – developes through a conscious restraint of outwardly impatient "busy body" behavior. Such restraint reflects an inherent aspect of actualizing a commitment to Montessori principles with children. Ultimately, the "normalized" child emerges to acknowledge and confirm the perfection and completion of one's vital inner quality of patience.

Reminder

To make sure that you keep receiving your Montessori Observer newsletter, please renew your membership subscription promptly. The expiration date of your membership should be clearly visible on the mailing label.

Getting ready to go swimming – summer day care class at the Montessori World of Children (Chattanooga, TN)

Montessori World in Tennessee

Chattanooga, TN is the location of the Montessori World of Children – an IMS Montessori school member under the direction and ownership of **Roberta Spink**.

This school offers a wide range of program alternatives for children aged 2-12. Both full and half-day sessions are provided for children 2-6 and a full-day session is conducted for elementary aged children 6-12. The complete Montessori program extends from 7:30 a.m. to 5:30 p.m. daily.

Special program features include art, music, dance, day care and parent education. In addition, a summer Montessori program is offered.

For further information, contact: Roberta Spink, Montessori World of Children, 1080 McCallie Ave., Chattanooga, TN 37404.

Danger of Computers

Cont'd. from Page 1, Col. 2

be read and followed by students as young as five or six years of age. When a person approaches a computer that is equipped with the "Logo" language, he finds it necessary to teach the computer. There is no doubt from the start who has to be in control of the interaction, who gives the commands, who has to be creative."

The Holcombe computer course follows the approach of **Seymour Papert**, the creator of "Logo," which encourages children to learn through their own "hands-on" experiences. Ms. Holcombe sees Papert's work in the field of computer learning as fully compatible with genuine Montessori education.

For further information about computer learning or the Holcombe computer course, contact: Beti Wyn Holcombe, College of Early Learning, 2930 Broad River Rd., Columbia, S.C. 29202, (803) 772-3317.

Camouflage & Conventions

Camouflage, the concealing of one's true feelings, is the lie that a man builds up within himself so that he can survive in a world at odds with his true sentiments.

Conventions which camouflage a man's true feelings are the spiritual lie which help him adapt himself to the organized deviations of society. This is the terrible lie lurking in the deepest recesses of the subconscious.

Maria Montessori
from **Secret of Childhood**,
p. 175 – 176

Vol. IV, No. 7 October 1983

Personality

The Montessori OBSERVER

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IMS Awarded Costs on Appeal

On Sept. 2, 1983, the Fourth Circuit Federal Court of Appeals (Richmond, VA) issued an order granting to IMS its costs on Appeal No. 82-1098, decided June 23, 1983. Such order awarded IMS an initial amount of $910.64 and was entered "at the direction of **Judge Winter** with the concurrence of **Judge Ervin** and **Judge Aldrich**, Senior United States Circuit Judge for the First Circuit, sitting by designation."

The Fourth Circuit's ruling on costs of Sept. 2, 1983 permits IMS to recover from the State of Maryland its costs expended for printing appeal briefs and other papers needed for the appeal. **Lee Havis**, counsel for IMS, argued that such costs were properly taxable to the state of Maryland since IMS "substantially prevailed" on the issues presented on appeal. Further costs of the June 23, 1983 appeal decision are now pending taxation in the lower federal court.

The IMS law suit to enable operation of Montessori teacher training in Maryland has now been remanded to the Federal District Court (Baltimore, MD) "to allow the case to proceed." Various preliminary motions are presently pending resolution before the District Court, including an IMS motion for preliminary injunction to enable operation of Montessori teacher training pending final disposition of the case scheduled for trial in March, 1984.

NOTE The Fourth Circuit's appeal decision of June 23, 1983, has been published by the court and is reported as *Educational Services, Inc., et al. v. Maryland St. Bd. for Higher Educ., et al., 710 F2d 170 (CA4, 1983),* **available in most law libraries.**

AN ORDERLY SOCIETY

> *Children unaided can construct an orderly society. For us adults, prisons, police, soldiers and guns are necessary. Children solve their own problems peacefully.*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 285*

Practical life activity at the Montessori Manor School (Des Moines, IA)

Montessori Manor in Iowa

The recently opened Montessori Manor School (Des Moines, IA) is the newest such Manor school established by its director and owner, **Mary Quick**.

The first Montessori Manor School was founded by Mary Quick 25 years ago. In addition to a master's degree and three Montessori certificates, Mrs. Quick has studied under **E. M. Standing** who worked closely with Dr. Montessori. (Mr. Standing is the author of *Montessori: Her Life and Work.*)

Presently, 60 children are enrolled at the Manor School which offers full and half day sessions for primary ages (2 - 6) and a full day program for children 6 - 9. The daily schedule extends from 7:30 a.m. until 5:00 p.m.

Special program features include: art, dance, music, parent education and Spanish and French as a foreign language. The school's parent education program is based on Mrs. Quick's belief in close cooperation between school and home. For example, Mrs. Quick provides parents' meetings and individual conferences throughout the year and maintains progress reports on each child.

For further information about this IMS Montessori school member, contact: Mary Quick, Montessori Manor School, 1344 SW Herold, Des Moines, IA 50315, (515) 287 - 6206.

"Montessori News" Free to IMS Schools

The new October issue of the "Montessori News" was recently mailed in bulk quantities to IMS Montessori school members - *absolutely free*.

The "Montessori News," regularly published three times a year in October, January and May, is distributed free to IMS Montessori school members to extend and enhance their communication of Montessori principles to parents and the child's home. Each member school receives a free bulk mailing of the "Montessori News" three times a year in sufficient quantities for distribution to all parents and staff at the school.

Multiple issues of the "Montessori News" may also be ordered by non-member schools for distribution to parents at the special rate of $0.10 each in quantities over 100. To order the "Montessori News" or to apply for Montessori school membership (annual fee, $45.00), contact: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

"Creativity" Applied to National Defense

Lee Havis, IMS executive director, was recently invited to present Montessori education to a class at the *Industrial College of the Armed Forces* studying the area of "Creativity." The Industrial College, a branch of the *United States National Defense University* (Ft. McNair, Washington, D. C.) provides high-ranking government and military officials with a broad-ranging curriculum addressing the problems and planning associated with crisis management in the area of national defense.

Mr. Havis's presentation of Montessori education, held on September 22, 1983, was his second such appearance at the Industrial College, presenting the "Montessori Principles of Observation, Individual Liberty, and Preparation of the Environment." The September 22nd session considered Montessori

Cont'd. on Page 4, Col. 2

Personality

> *The teacher can be the greatest obstacle of all*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 264*

The adult's presence in the child's environment — one's "personality" — is a valuable tool in the hands of an effective Montessori teacher. By contrast, such "personality" can also represent a very significant obstacle and barrier to the child's normal development.

The Montessori principle "Preparation of the Environment" teaches that the adult must control all elements in the child's environment — including one's own "personality." Such control is vital to enable the child's full realization of its true "normalized" nature: loving order and constructive activity, independent and spontaneously self-disciplined.

The Child's Environment

> *. . . the teacher must learn to control herself so that the child's spirit shall be free to expand and show its powers, the essence of her duty is not to interrupt the child in his efforts . . .*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *P. 272*

Among the three elements which comprise the child's environment — i.e., "other children," "physical elements," and the "adult" — the "adult" most frequently persists as detrimental to the child's full realization of its "normalized" nature. As an element of the child's environment, the "adult" is tangibly present in the form of "personality"; i.e., one's entire point of view, whether consciously recognized or not, including: body posture and appearance, facial expression, manner of speech, behavior patterns, thoughts, judgments, attitudes, etc. However, such adult "personality" — as other elements around the child — is not inherently destructive and can serve as a most effective support for the child's normal development in the Montessori environment.

Personality – A Valuable Tool

> *The teacher . . . before concentration has shown itself, must be like the flame which heartens all by its warmth, enlivens and invites . . . a lively teacher attracts more than a dull one and we can all be lively if we try.*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 278*

Initially, the effective adult employs a lively personality expression to distract children away from disruptive misbehavior — towards constructive, concentrated work in the environment. However, such a lively presence in the environment is gradually withdrawn as the child's attention becomes concentrated on work with the physical elements of the environment.

Restraining "Personality"

> *The teacher must be quiet and passive, waiting patiently and almost withdrawing herself from the scene, so as to efface her own personality and thus allow plenty of room for the child's spirit to expand.*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 263*

Once the child begins to concentrate on work in the environment, the adult must restrain outward manifestations of "personality." Ultimately, the adult's presence actually must disappear completely so that it can be said that *"The children are now working as if I did not exist"* (**Absorbent Mind**, *p. 283*). Persistent failure to completely withdraw one's personality from the child's environment implicates an unconscious, yet fatally detrimental, attachment to and identification with such "personality."

Attachment to "Personality"

The adult who consistently identifies with one's own personality unconsciously suppresses the child's "true nature" by a persistent pattern of reactive behavior: e.g., being "necessary" to children; unconsciously dominating, controlling or manipulating children; compulsively "solving" problems presented by children. Such detrimental "reactive" behavior reflects the underlying nature and function of the "personality" itself — i.e., to serve as a protective shield and camouflage to hide from one's own true feelings.

The Nature of "Personality"

> *Camouflage, the concealing of one's true feelings, is the lie that a man builds up within himself so that he can . . . survive in a world at odds with his true sentiments.*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p. 175*

Adult "personality" — eminating originally from painful early childhood experiences — is, in essence, a protective

Cont'd. on Page 3, Col. 2

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Legal Briefs

Challenging Laws in New York

Montessori Schools Oppose Restrictive Regulations

Kerr, et al. v. Cesar Perales, Commissioner of New York St. Dept. of Social Services

Filed: Sept. 2, 1983

Two IMS Montessori school members, **Bronxville Montessori School** (Bronxville, NY) and **Montessori Children's School** (Massapequa, NY) have joined with other private schools in New York to challenge the legality of licensing regulations imposed on them by the New York State Department of Social Services. Presently, the state of New York requires a license to operate many Montessori schools and accordingly imposes a severe set of licensing requirements, including: ratio of floor space per child, program content and curruculum, hours of operation, qualifications of staff, number of children and child-staff ratios. The International Montessori Society has already registered its opposition to such requirements with the Department of Social Services.

Mr. Bernard Sherwin, director and owner of the Montessori Children's School notes that the state's regulations have severely deterred the development of programs for children in his area. He states that "Six large nursery schools have closed up in the past 2 years and none has replaced them. They closed because the land they were on was too valuable and was sold to developers."

The complaint, filed Sept. 2, 1983 in the Supreme Court of New York in Suffolk County, alleges that the Commissioner of the State Department of Social Services is unlawfully enforcing Article 6, Section 390 of the State Social Services Law against certain private schools. Notably, the Department's licensing regulations are alleged to be beyond that Department's authority under the law and should not apply to private educational institutions which receive no government funds. In addition, the issue of unequal enforcement of the pertinent law is also asserted since some educational institutions are exempted from the Department's regulations.

For further information about this case, contact: Bernard Sherwin, Montessori Children's School, Central and Jerusalem Avenues, Massapequa, NY 11758, (914) 541 - 6365.

Personality

Cont'd. from Page 2, Col. 2

shield which camouflages and avoids awareness of uncomfortable, painful feelings. Self-deception, confusion, generalities and unconsciousness are the means by which such a protective shield is maintained rigidly in place. Ultimately, one's "personality" is expressed outwardly as "society" itself; i.e., a total conscious reality psychically built up around each individual to avoid and deny the true source of "reality" within the individual.

Society as "Personality"

> *Conventions which camouflage a man's true feelings help him adapt himself to the organized deviations of society.*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p. 176*

The apparent adult perception of "personality" is essentially as an emination of "society." In fact, "society" itself is actually an extension of one's own "personality" created beyond the individual; a sort of ultimate expression of one's "personality" beyond the physical body to limit and define one's sense of "reality."

Instrument of Society

The adult — as "personality" — is hopelessly bound by the illusion and limitations of "society" as one's ultimate reality. Such an adult functions as an "instrument of society," inevitably bound by the dictates of external forces and circumstances. One begins to disengage from the self-deceptive notion of one's self as an "instrument of society" by considering one's inner commitment to Montessori principles; i.e., "observation," "individual liberty," and "preparation of the environment." Such consideration sets in motion a spontaneous outward actualization of this commitment as a powerful "force of nature."

Force of Nature

> *We have to adjust our minds to doing a work of collaboration with nature ...*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 89*

Dr. Montessori clearly recognized the committed adult as an unbounded "force of nature" — not a limited "instrument of society." As such a "force of nature," one's commitment to Montessori principles actualizes a condition within which the new "normalized" child is compelled to emerge; regardless of any obstacles or adverse circumstances presented by society.

Cont'd. on Page 4, Col. 2

Positions & Placements

Elementary Montessori Teacher: with experience needed to establish new program opening Sept. 1984, Lakewood County, a southwest suburb of Denver. Write Kathy Hoffman, 7424 S. Toller St., Littleton, CO 80123 or call (303) 973-8678.

LETTERS TO IMS

September 1983

Dear Mr. Havis,

Thank you for the recent shipment of "Montessori News." Our parents and staff appreciate this informative publication.

Sincerely,

Catherine E. Geake
Waukegan, IL

Sept. 27, 1983

Dear Mr. Havis,

Thank you for sending the May issue of "Montessori News" to our school and parents. We feel that it is a very worthy publication and would like to have some idea of your publication time-table and how many issues we may expect to receive this school year.

Sincerely,

Cheryl Smith
Norcross, GA

Ed. Note: *The "Montessori News" is published in October, January and May each year. IMS Montessori school members receive a free bulk mailing of each new issue in sufficient quantity for distribution to all parents and staff at the school.*

Sept. 9, 1983

Dear Sir,

We wish to express our profound gratitude to you and your Society for what you have done so far for us.

The Cross River State Pen Pals Association was formed in 1981. At the moment there are a total of 800 members of the Cross River State Pen Pals in five countries, namely, Nigeria, Ghana, England, Somalia and Ethiopia. Plans are underway to extend our services to other countries.

The Cross River State Pen Pals Association is supported by the annual dues paid by our members. Each member pays an equivalent of 15 U.S. dollars. To be a member, one has to apply for our membership form with a registration fee of 6 U.S. dollars.

Once again, we thank your Society for showing interest in helping our organization.

Sincerely,

Ita Anawa, CRSPPA
13 Stadium Rd., Oron
Cross River State, Nigeria

Vol. IV, No. 7
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Personality

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Announcements

Pen Pals: ***The Cross River State Pen Pals Association (CRSPPA)*** offers its membership association ($15, U.S. currency, for individuals) to locate people in other countries to exchange views and enhance international communication. To join or for further information about their services, contact **Ita Anawa**, CRSPPA, 13 Stadium Rd., Oron, Cross River State, Nigeria.

Personality

Cont'd. from Page 3, Col. 2

The Free Horizon

> *Society has built up walls, barriers.*
> *These the new education must*
> *cast down revealing the free horizon.*
> *The new education is a revolution.*
> *It is* **the** *non-violent revolution.*
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 215*

Free of the bounds and limitations of "society" and "personality," the adult committed to Montessori principles serves as an unsuperable "force of nature" to actualize Dr. Montessori's vision of a **new education.** In the Montessori environment, the adult as a "force of nature" controls one's personality as any other element around the child so that the new **normalized** child is free to emerge.

Reminder

To make sure that you keep receiving your Montessori Observer newsletter, please renew your membership subscription promptly. The expiration date of your membership should be clearly visible on the mailing label.

"Creativity" Applied to National Defense

Cont'd. from Page 1, Col. 4

education relative to the general area of "Social Climates and Constructs Which Encourage Development of the Creative Person."

Specifically, Mr. Havis's communication of Montessori principles was intended to enable the participants to experience their own unique inner creative ability – completely independent of external forces and circumstances. Substantively, the session considered the child's "normalization" in the Montessori environment as comparable to the creative process in adults. The event of the young child's "normalization" – as that moment of profound concentration on some piece of work – was presented as the critical focal point of the entire creative work of Montessori education.

Similarly, the class considered the adult's creative process and the function of "concentration" within such process. Notably, the exercise of such "concentration" was seen as vital to realizing and expressing one's inherent creative ability.

Lieutenant Colonel Daniel B. Chapla, USMC, instructor for the course, noted that future class sessions would investigate and expand further the child's "normalization" process in the Montessori environment and "concentration" as related to the class's continuing study in the area of "Creativity."

IMS Membership Directory

New Spring, 1983 Issue

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Marketplace

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School Consultation. IMS review of school and classroom environment based on IMS membership criteria. On-site visit and written report included. For information, write: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

MCP Primary Readers

This series of phonetically controlled story books for young children are packaged in four sets of ten different readers.

Set 1	*Short Vowels*
Set 2	*Long Vowels*
Set 3	*Consonent Blends*
Set 4	*Consonent Digraphs*

Each set is $7.96. Complete four set series is $31.83 plus $3.50 postage/handling. **20% discount for IMS members.**

SUPERFICIAL PERSONALITY

> *The child of three, when he first comes to school has already adopted a defensive attitude which masks his deeper nature. All that remains is a superficial personality which exhausts itself in clumsy movements, vague ideas, and the effort to resist or avoid adult constraint.*
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 264*

Vol. IV, No. 8

November, 1983

The Montessori OBSERVER

Justice

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Illinois Regulations Hostile to Montessori

On August 15, 1983, the Illinois Department of Children and Family Services adopted new requirements for licensing of Day Care Centers which could detrimentally affect many Montessori schools in the state. The International Montessori Society has already expressed its concern regarding certain recent developments in that state affecting the regulation of Montessori schools. **See** *Observer*, Vol. II, No. 4 *(April, 1981)*; Vol. II, No. 7 *(Oct. 1981)*.

In brief, the new licensing requirements, applicable to Montessori schools which are defined as a "day care center," seek to impose an extensive, rigid set of provisions which ultimately threaten to deter the effective application of Montessori principles.

For example, the new Illinois requirements provide no "waiver" from the enforcement of such provisions as: (1) specific classroom materials to establish a "pretend area," including "six small durable transportation toys per every 20 children for block area" and "dress-up clothes" (Section 407.22; Appendix C); (2) rigid staff/child ratios such as one adult for every eight children in the 2 - 5 mixed-age group (Section 407.23); (3) maximum group size of 16 for 2 - 5 mixed-age group (Section 407.23); (4) minimum indoor floor space of 35 square feet per child (Section 407.31(b)).

Notably, Section 407.11(5) and 407.12(f) recognize "completion of a teacher training program" accredited by two specific private "Montessori" organizations as an alternative to otherwise applicable staff training requirements. Significantly, such provision fails to recognize teacher training offered by the International Montessori Society in such preferential alternative. IMS has opposed such prejudicial discrimination in this provision by sending specific written comments to the Department of Children and Family Services.

IMS has consistently favored a "waiver" provision from such detrimental day care requirements as noted here where such a "waiver" is "not contrary to the public interest." Unless such a

Cont'd. on Page 2, Col. 2

IMS Independent Study

A Vital Inner Preparation

> *"The first thing required of a teacher is that he be rightly disposed to his task . . . a teacher must prepare himself interiorly."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p. 149*

All IMS Montessori teacher training begins with one's own inner preparation. Dr. Montessori recognized that such "innter preparation" is a vital first imperative for the individual seeking to follow her approach . . . "rather than by being excessively preoccupied with a 'child's tendencies' (or) with the manner of 'correcting a child's mistakes.' " (**Maria Montessori,** *Secret of Childhood, p. 149.)*

Cont'd. on Page 4, Col. 3

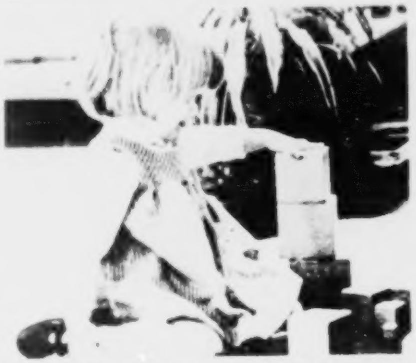
Standards for Montessori Schools

Since government day care licensing requirements can readily deter, frustrate or burden the effective application of Montessori principles, a "waiver" or "exception" from certain requirements is often necessary for Montessori schools. Rigid staff-child ratios, minimum space requirements, group size/age regulations and burdensome teacher qualifications are among those specific provisions which may be adversely applied to Montessori schools.

Cont'd. on Page 2, Col. 3

The Collective Subconscious

> *". . . a kind of 'subconscious organization of defense' is achieved by all parents in the world. All lean upon each other. The whole of society forms a collective subconscious wherein all act in complete agreement when they remove and suppress the child."*
>
> **Maria Montessori**
> *from* **The Formation of Man,**
> *1955 ed., p. 68*



Child working with the "pink tower" at the Montessori School of Champaign-Urbana (Champaign, Illinois)

Montessori in Champaign-Urbana

The Montessori School of Champaign-Urbana, IMS member school in Champaign, Illinois, was founded twenty years ago as an outgrowth of a parent study group. The school, a not-for-profit organization, is owned and operated by the Montessori Society of Champaign-Urbana; and it is governed by a parent board of directors.

The school has an enrollment of fifty-four children and an eleven member staff. It offers preprimary classes (2¾ - 6 yrs.), an extended-day kindergarten program, full day care and after-school care.

Special features of the Day Care Program include cooking, arts and crafts, field trips, music and movement activities and special interest lessons.

In addition to the Montessori classes and the Day Care program, the school offers violin lessons through an arrangement with the National Academy of Arts in Champaign.

The Montessori School of Champaign-Urbana is open year-round with a nine month school year program and an eleven week summer session. The school serves as a model of Montessori education in the community. Workshops are given annually by **Rita Young** (Directress/Administrator) for education classes from the University of Illinois and from Parkland Community College. Students from both these institutions and other

Cont'd. on Page 4, Col. 1

Justice

> *"justice . . . tries to ensure that every child shall make the best of himself. Justice here is to give every human being the help he needs to bring about his fullest spiritual stature."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 285*

True justice - "to give every human being the help he needs" - appears in clear contrast to society's tyrannical impositions of authority and control over the young child. Within such oppressive tyranny from parents and schools, the young child readily comes to adopt a pattern of "obedience admitting neither of reason nor of justice (which) prepares man to be docile to blind forces" **(Maria Montessori**, *Peace and Education (1943), p. 23)*. Such blind obedience to external authority is generally reflected subconsciously through what has come to represent the notion of "justice" in adult society

"Justice" in Society

> *"In schools and society, and in democratic countries, justice often means only that there is a single law for all, for the rich and powerful and for those dying of hunger."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 284*

Society's notion of "justice" generally forms around the principle of a single law for all. Dr. Montessori observed that such "equality for all," applied to the young child, is "purely external (and) destroys the inborn natural sense of true justice" **(Maria Montessori**, *From Childhood to Adolescence, p. 12 - 13)*. Such "purely external" justice is clearly evident in the traditional teacher's enforcement of "classroom rules."

Classroom Rules

Well-meaning, yet ineffectual teachers unconsciously impose society's notion of "justice" on the young child through such controls as "classroom rules": e.g., "no running inside"; "no shouting"; "no loud voices inside"; "no hitting"; etc. Imposition of such external rules over the young child is contrary to the effective application of Montessori principles, and tends to deter the child's attention from its own "interior teacher" towards an entangling struggle with the teacher's "personality"; i.e., values, beliefs, opinions, judgments, behaviors, etc. The young child, seeking to adhere to external "classroom rules" imposed by the teacher, is unable to discover and express its own inner sense of true justice - - a spontaneous expression of the child's "true nature."

The Source of True Justice

> *"The sense of justice, so often missing in man, is found during the development of the young child. It is the failure to recognize this fact that engenders a false idea of justice."*
>
> **Maria Montessori**
> *from* **From Childhood to Adolescence**, *p. 12*

The young child's "absorbent mind" readily acquires from its environment an inherent "understanding of the relationship between one's acts and the needs of others" **(Id.**, *p. 12)*. The adult's gentle non-judgmental approach to the young child assures that such a sense of true justice is born and nurtured specifically from an **interior** education -- i.e., not from the "equality of all" notion of external controls such as "classroom rules."

Creating Justice

To effectively reflect a non-judgmental approach with the young child requires the adult's considerable inner preparation and examination with regard to the notion of "justice" in one's own life. Montessori education clearly teaches that the child's "true nature" follows insuperable **interior** laws of development - not allegiance to rules and controls imposed by adult society.

The adult's forebearance from imposition of external controls such as "classroom rules," is the creative source of true justice in the young child. Dr. Montessori envisioned such a true justice as "the basis on which society will be organized in the future." (Maria Montessori, *Absorbent Mind*, p. 285)

Illinois Regulations

Cont'd. from Page 1, Col. 2

"waiver" provision is established and properly enforced, Montessori schools may continue to face considerable hostility from governmental enforcement of licensing requirements which oppose those schools seeking faithfully to implement an educational approach to the young child as taught and practiced by Dr. Montessori.

Comments regarding these new licensing requirements may be directed to: **Mr. Gregory Coler**, Department of Children and Family Services, One North Old State Capitol Plaza, Springfield, Illinois 62706.

Standards

Cont'd. from Page 1, Col. 2

The work and experience of Dr. Montessori provides an ample and clear basis for waiver from detrimental regulations and for the establishment of legitimate standards for genuine Montessori schools.

Group Size-Staff-Child Ratios

The orginal "Children's House" was established with "a room, provisions for one supervising adult and fifty wild children ranging in age from 2 to 6." **(Rita Kramer**, *Maria Montessori (1976), p. 111)*.

In time, Dr. Montessori came to recognize the particular educational value of such a large number of children in a single environment.

> *"When classes are fairly big, differences of character show themselves more clearly, and wider experience can be gained. With small classes, this is less easy."*
>
> **Absorbent Mind**, *p. 225*

Cont'd. on Page 3, Col. 3

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January Observer

featuring

Love

The Montessori Observer

published by

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Lee Havis, Executive Director

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LETTERS TO IMS

Nov. 1, 1983

Dear IMS,

It is my understanding that IMS lobbies to maintain Montessori schools exempt from preschool licensing requirements. As my son is in a Montessori school, I would be very interested to know the basis for this exemption, and also whether or not IMS has its own alternative standards for safety/ hygiene in the Montessori school.

With thanks,

Joan Mitchell
Rochester, MN

Ed. Note: *Minnesota employs a "Non-public Preschool Exemption" procedure which may enable some Montessori schools to avoid compliance with detrimental provisions otherwise required to obtain a license to operate. See also article entitled* **Standards for Montessori Schools,"** *Page 1, Col. 2*

Nov. 1, 1983

Hello:

I'm interested in any information concerning the differences between International Montessori teaching and regular Montessori teaching. I am planning on registering for teacher training and would find this information important.

Thank you.

Anne Berry
Oak Park, MI

Ed. Note: *"Differences" between IMS Montessori teacher training and other "Montessori" certificate programs must ultimately be judged by the observer. IMS views such "differences" as invariably implicating the issue "What is 'Montessori'?" IMS answers this fundamental question in its publication entitled* **"Montessori . . . Creating the New Education."** *In brief, IMS Montessori teaching is the effective application of Montessori principles with children. See also article entitled* **"Beware of the 'Montessori' Certificate"**, *this page, Col. 2*

Oct. 20, 1983

To IMS:

We are concerned about the new Illinois Day Care Licensing Standards which stipulate that AMS and AMI Montessori training will be acceptable substitutes for required courses in child care and/or child development (Section 407.121).

Rita Young
Champaign, IL

Ed. Note: *IMS has communicated its opposition to such stipulation to the Illinois State Department of Children and Family Services (Springfield, IL). See article entitled* **"Illinois Regulations Hostile to Montessori"**, *Page 1, Col. 1*

THE VOID OF OPPRESSION

> *"It is foolish to hope or even to imagine that theoretical reforms or individual efforts could fill so great a void as that which has been made in the world through the oppression of children."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p. 207*

Beware of the "Montessori" Certificate

The International Montessori Society is not the only organization which offers a "Montessori" teacher certificate. Since 1967, many diverse organizations and teacher training institutions have freely employed the "Montessori" label in their title - - issuing their own brand of "Montessori" certificate.[1]

Since there is presently no single comprehensive accrediting agency to set uniform minimum standards or to otherwise qualify institutions issuing a "Montessori" certificate, possession of such a certificate does not necessarily even assure a minimal level of course work or subject matter completion; much less does such a "Montessori" certificate necessarily assure one's ability to effectively apply Montessori principles as reflected by the true commitment and work of Dr. Maria Montessori.

Notably, a "Montessori" certificate issued by any organization other than the International Montessori Society does not necessarily have any more association with the effective application of Montessori principles than the mere use of the term "Montessori."

The International Montessori Society assures the student enrolled in its teacher certification programs and related courses of a communication completely committed to the three fundamental Montessori principles: (1) "Observation; (2) "Individual Liberty"; and (3) "Preparation of the Environment." Such a communication expresses the entire essential basis and preparation for enabling the individual to realize the child's true "normalized" nature as revealed by Dr. Montessori.

The "Montessori" certificate of the International Montessori Society is issued only upon completion of a substantial program of preparation for effective Montessori teaching with children. The IMS "Montessori" teacher certificate acknowledges one's practical ability to express a complete commitment to Montessori principles with children - - independent of all external forces and circumstances.

The International Montessori Society does not endorse, recommend or otherwise approve of any "Montessori" certificate issued or program offered by any organization or institution other than the International Montessori Society for the purpose of preparation for Montessori teaching or the effective application of Montessori principles.

---

[1] In *American Montessori Society, Inc. v. Association Montessori Internationale*, 155 U.S.P.Q. 591, 592 (1967), the U.S. Patent and Trademark Trial and Appeal Board refused to grant exclusive use of the term "Montessori" to one particular "Montessori" organization since "the term 'Montessori' has a generic and/or descriptive significance."

Positions & Placements

POSITION:

Montessori Teacher: Desires position in U.S.A. Received Montessori diploma in 1979 from Good Shepard Maria Montessori Training Centre (Columbo 7, Sri Lanka). Three years Montessori teaching experience at Montessori House of Children, St. Lawrence Convent (Columbo, Sri Lanka). References from Rev. Mother Joan Bosco (Good Shepard Training Centre). Contact: • **Subajothy Rajakumar**, 115 Bolivar St., Staten Island, NY 10314. Telephone: (212) 698-4563

Standards

Cont'd. from Page 2, Col. 3

Age Level/Composition

> *". . . two-year old children are being admitted to our schools, while parents request admission for those one and a half years."*
>
> **The Formation of Man** *(1955), p. 5*

> *"To separate children by age level is one of the cruelest and most inhumane things one can do . . . Our schools show that little children of different ages help one another."*
>
> **Absorbent Mind**, *p. 226*

Teacher Qualifications

> *"The mistress of the first Children's House was . . . a woman with only a small amount of education . . . She had no ideas about teaching . . . These circumstances proved to be a necessary condition . . . They created a neutral atmosphere as far as any educational influence was concerned."*
>
> **Discovery of the Child**, *p. 38*

Minimum Space

> *". . . space will be sufficient if it permits free movement among the furniture . . . a good half of the floor space in a room is unencumbered, this seems to offer us the agreeable possibility of moving about freely."*
>
> **Spontaneous Activity in Education**, *p. 144*

Minimum space requirements imposed on Montessori schools often far exceed even those generally accepted standards for fire-safety applicable to other educational institutions. **See** *Betty-June School v. Young*, 201 N.Y.S. 2d 692, 698 (1960) ("1 person per 20 square feet of net area is an acceptable standard").

Montessori School "Waiver"

In general, the International Montessori Society supports standards for Montessori schools which follow the practice and experience of Dr. Montessori; e.g., as reflected by the above comments. To employ such practices, a Montessori school would normally violate day care licensing requirements unless a "waiver" or "exception" can be obtained. IMS has urged government regulatory agencies to institute a "waiver" provision for Montessori schools

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Montessori in Champaign

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schools in the area fulfill class requirements for observations at the Montessori School of Champaign-Urbana.

Parent involvement plays a major role in the on-going operation of the school. Parents are involved in the upkeep and improvement of the school building and grounds, in materials making, in fund raising, and in sharing their talents and expertise in various areas. This year's annual rummage sale earned over $5,000 for the school.

A very popular parent education medium is an annual Parents' Day, on a Saturday afternoon in early Spring, when children bring their parents to school to show them their favorite activities in the Montessori environment. Refreshments are prepared in advance by the children in the Day Care Program.

A family potluck picnic early in the fall provides an opportunity for families to get acquainted at the beginning of the school year.

Because of an extensive waiting list for its pre-primary classes and a desire among parents to extend their children's Montessori education into the elementary years, the Board of Directors is examining ways and means to expand the school.

For further information about this IMS Montessori school member, contact: Rita Young, Montessori School of Champaign-Urbana, 1112 Broadmoor Drive, Champaign, Illinois 61820, Telephone: (217) 356 - 1818.

Reminder

To make sure that you keep receiving your Montessori Observer newsletter, please renew your membership subscription promptly. The expiration date of your membership should be clearly visible on the mailing label.

Announcements

The Montessori Teachers' Association of Pennsylvania (MTA-PA) will present a music seminar on Saturday, Feb. 11, 1984, 9 a.m. - 12 noon, at the Whitemarsh Children's House, 6024 Butler Park, Blue Bell, PA 19422. The seminar will be conducted by **Judy Sheard,** an instructor at Suzuki Institutes and workshops throughout North Africa. For further information, contact: Nona Melnick, Pres., MTA-PA, Telephone (215) 635 - 6425.

Organization of American Kodaly Educators (OAKE) will hold its 1984 conference in New Orleans, LA, on April 5 - 8, 1984. Numerous conference sessions are scheduled on topics concerning Kodaly music education. For further information, contact: Amy Huggins, 33 Elinor Ave., Baltimore, MD 21236.

Standards

Cont'd. from Page 3, Col. 3

where none such provision already exists "to the extent that such waiver, exemption or condition is not contrary to the public interest."

IMS Standards

The International Montessori Society offers its own Montessori school members with assistance and support as specific issues arise with regard to government regulation in the operation of their educational programs. Such assistance is provided to IMS member schools based on their expressed acknowledgement and identification with Montessori principles as set forth in IMS standards for participation in its Montessori school membership program.

To receive a statement of IMS Montessori school membership criteria and application information, contact: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

IMS Independent Study

Cont'd. from Page 1, Col. 1

The International Montessori Society provides the essential "inner preparation" for Montessori teachers through a process of completing independent study lessons sent to IMS through the mail - - a comprehensive written dialogue between IMS and the individual student encompassing the entire essential basis of Montessori education at the age level of the course.

The IMS Independent Study Course affords a most thorough "inner preparation" by communicating a complete commitment to Montessori principles - - the insuperable "force of nature" which when applied with the young child reveals its genuinely new "normalized" nature: loving order, independent, joyful and spontaneously self-disciplined. Such a profound communication — a uniquely individual process for each student - intends to uncover and resolve one's own unconscious inner barriers which deter the ability to actualize and express a commitment to Montessori principles with children.

Ultimately, the IMS Independent Study Course enables the individual to consciously master the ability to create a fully effective "normalizing environment for the child - - completely independent of all external forces and circumstances.

For application and enrollment information about IMS independent study or Montessori teacher training, contact: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

PATTERN OF SOCIETY

". . . the erroneous belief has persisted that it is the duty of the adult to fashion the child according to the pattern required by society."

Maria Montessori
from **Peace and Education** *(1943), p. 18*

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IMS

The Montessori

OBSERVER

Love

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Montessori in Public Schools

The following is an excerpt from an article written by *Lee Havis*, IMS executive director, for publication in a book about ending corporal punishment in public schools. This book is being published by an organization known as "*End Violence Against the Next Generation*" (*EVAN-G*). Complete text of this article is available from IMS for $2.00. Free upon request by IMS members. Contact: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

> *". . . the true concept of liberty is practically unknown to professional educators . . . A principle of repression that amounts at times to slavery has a firm grip on both schools and education."*
>
> **Maria Montessori**
> *from* **Discovery of the Child**, *p. 9-10*

Traditional school environments are generally dominated by fear and oppression of the child - the **antithesis** of Montessori education. Public school teachers and administrators have to assertively challenge and transcend such detrimental conditions to effectively apply Montessori principles within such environments.

The typical child in the public schools is over six and has not become "normalized" by prior experience in a genuine Montessori environment. Thus a pattern of persistent misbehavior and inattention can readily emerge to frustrate one's most courageous and well-intended efforts to provide a real alternative to the customary tyranny of traditional education.

> *". . . a child of six may show an accumulation of characteristics which are not really his own, but are a result of earlier misfortunes . . . Then we have a child devoid of character and unable to learn."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 196*

Cont'd. on Page 3, Col. 2

The "Blind Spot"

"we speak of a blind spot in the heart of man . . . similar to that in the retina of the eye, which, nevertheless, is the organ by which all things are seen. The moral vision of the child falls upon the "Blind spot" of the human heart and there it strikes a barrier of ice."

Maria Montessori
from **The Formation of Man**
(1971 ed., p.30-31)

Child engaged in Language activity at the Hudson Montessori School (Hudson, Ohio)

Montessori Tower in Washington State

The Tower Montessori School, located in Federal Way, WA, is under the direction of **Joan Richmond.** This IMS Montessori school member began originally in Ms. Richmond's home in 1974 with an enrollment of eight children. Presently, the school serves 120 children ages 1-12 and is located in its own facilities which were originally built as a mortuary.

The Tower school program includes day care and a full range of classes from toddler age children through sixth grade. Special program features include instruction in Spanish, music and use of computers. The computers are available in the classroom for the children to experiment with as any other didactic material.

The school building also includes a portion dedicated to use by the "Tower Community Center" which is also operated by Ms. Richmond. This center offers classes in such areas as dance, gymnastics, drama, art, piano, karate, computers, aerobics for both children and adults in the late afternoons, evenings and weekends. Ms. Richmond notes that "The parents love it since it saves time from chauffeuring their children all over for lessons. I personally am very enthusiastic about the idea of combining an arts center with a Montessori school."

For further information about this school, contact: Joan Richmond, Tower Montessori School, 1513 S.W. Dash Point Rd., Federal Way, WA 98003 941-7245.

Mutual Support Means Organization

The existence of detrimental regulation of Montessori schools by governments throughout the world is evidence of the critical need for effective mutual support and cooperation among those schools affected. This need for cooperation has recently emerged most clearly in the United States in such states as **Illinois, New York** and **Maryland.**

In New York, Montessori schools are presently cooperating in an organization entitled **"Unified Private Schools"** which is collectively opposing the enforcement of

Cont'd on Page 4, Col. 2

Love

"Love may be considered . . . as the reality of an eternal energy that nothing can destroy . . . the greatest energy of the universe . . . creation itself."

Maria Montessori
from **Absorbent Mind**, *p. 290*

Dr. Montessori's view of "love" - denoted by the words "attraction" and "affinity" - contrasts sharply with one's common experience of life. Bounded by the limitations of adult society, the individual seems captive to one's inexorable external forces and circumstances. Beset by such external forces as "fear" and "disharmony" which define and restrict one's association with others, parents and teachers generally fail to recognize the opportunity to experience the limitless power of complete "love" and "harmony" available in one's relationship with the young child.

Love in Society

"The master of all is a mysterious entity. The tyrant is all powerful, like a god. It is the environment that swallows up and crushes the man."

Maria Montessori
from **The Formation of Man**
(1955 ed., p.17)

In society, the adult is surrounded by awesome hidden forces, such as fear and oppression, unconsciously built up and established over many generations of human history. Within such detrimental circumstances, one's complete experience of love and affinity with all being is well-camouflaged by the mask of society's common conceptions of "love", e.g., the entanglement of romantic attachments, blind obedience to external authority and unquestioned loyalty to various beliefs, prejudices and assumptions about the nature of life. Traditional "education" perpetuates these superficial conceptions of love to each new succeeding generation of children through a sort of unconscious tyranny imposed by parents and teachers.

Traditional "Education"

"The struggle between the adult and the child finds its expression . . . in what is still called by the old name of 'Education'."

Maria Montessori
from **Peace and Education** *(1943), p. 20*

In general, parents and teachers suppress the young child's expression of genuine, complete love through a process commonly called "education". This process of conventional "education" is evident in every violation of Montessori principles with children. By contrast, Dr. Montessori's *"new education"*, completely committed to the principles of (1) "Observation", (2) "Individual Liberty", and (3) "Preparation of the Environment", actualizes a reality within which the young child's boundless love emerges as a natural and spontaneous expression of its true "normalized" nature.

Source of Love

"The study of love and its utilization will lead us to the source from which it springs. The Child."

Maria Montessori
from **Absorbent Mind**, *p. 295-296*

One's commitment to Montessori principles - the antithesis of traditional "education" - fully frees the child to communicate a true, complete love through its experience of a deep affinity and assimilation with its environment. The young child, through its "absorbent mind", naturally seeks to incorporate every minute detail of its environment into its own being. This natural, instinctive "incarnation" of one's environment reveals the full depth and power of complete love - far beyond the superficial conceptions of love recognized as such in adult society. Freed of detrimental influences in a genuine Montessori environment, the "normalized" child readily actualizes that full expression of love which is ultimately destined to overcome and extinguish all opposing countervailing forces in society.

A Real Force

"love . . . holds the universe together because it is a real force and not just an idea."

Maria Montessori
from **Absorbent Mind**, *p. 293*

Dr. Montessori recognized in the "normalized" child a love which far exceeds mere feeling of affinity with others. Ultimately, Dr. Montessori observed that this absolute love is a "very complex universal force, which . . . rules the world, keeps the stars in their course, causes the conjunction of atoms to form new substances, holds things down on the earth's surface." (**Id.**, *p. 293*) As such an absolute "ruler of the world", the young child's love is the empowering eternal force of nature which creates life itself. The adult committed to Montessori principles inevitably discovers this ultimate, supreme power of the universe in one's relationship of love with the young child.

"The child is the only point on which there converges from everyone a feeling of gentleness and love . . . Whenever we touch the child, we touch love."

Maria Montessori
from **Absorbent Mind**, *p. 288-289*

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LETTERS TO IMS

Nov. 25, 1983

To IMS

We have been receiving "Montessori News" and appreciate receiving it. Since we have not paid for the paper and would like to continue having it, I am enclosing a check to become an Associate School member.

I am presuming that this entitles us to receive "Montessori News" as well as the "Montessori Observer" which we have also been receiving.

Thank you for taking care of this matter.

Sincerely,

Sister Angelo Grose
Owatonna, MN

***Ed. Note:** The "Montessori News" and "Montessori Observer" are regularly sent to all IMS members throughout the one-year membership period. Non-members have no such assurance of receipt of these publications.*

Dec. 6, 1983

To IMS

Why was IMS formed when AMI and AMS exist? What are the philosophical differences?

Rebecca Janke
Hudson, WI

***Ed. Note:** IMS was formed to support the effective application of the three fundamental Montessori principles: (1) "Observation", (2) "Individual Liberty", and (3) "Preparation of the Environment". Organizations which employ the "Montessori" label in their title do not necessarily reflect, express or agree with this IMS purpose. Notably, AMS and AMI have both specifically opposed approval of IMS teacher training in the state of Maryland.*

"Differences" between IMS and other "Montessori" organizations must ultimately be judged by the observer. IMS views such "differences" as invariably implicating the issue "What is 'Montessori'?" IMS asserts that "Montessori" is essentially an approach to the child actualizing a commitment to the three fundamental Montessori principles.

Positions & Placements

Teacher: Experienced early elementary teacher sought for full time teaching position in attractive medium-sized school. Good benefits, salary negotiable. Please contact Tina Bryan, Myrtle Beach Montessori School, P.O. Box 3705, Myrtle Beach, SC 29577.

Montessori Primary Teacher; Administrator: two openings on staff of school. One for Montessori-trained administrator with teaching and/or administrative experience in a Montessori setting. Salary negotiable. One position for Montessori-trained Directress for primary classroom. Salary negotiable. School is a non-profit Parent Corporation with two primary classrooms and day care program. Staff of eight work together closely. School located 2 hours south of San Francisco. Contact: Montessori Learning Center, P.O. Box 2051, 30 Hitchcock Rd., Salinas, CA 93902. Tel. (408) 455-1546.

Public Schools

Cont'd from Page 1, Col. 1

Experimental application of Montessori principles with older "unnormalized" children seem to indicate that these principles provide a most potent and effective remedy and approach to peacefully resolve severe misbehavior and to enable maximum learning to occur. Certainly, the continued use of punishement, fear and manipulation with older children would only seem to deepen and exacerbate the detrimental influence of such similar wrong treatment suffered by the child at an earlier age - *not* serve as a constructive remedy or correction of the child's faulty character.

> *"... every defect of character is due to some wrong treatment sustained by the child during his early years."*
>
> **Maria Montessori**
> *from* **Absorbent Mind,** *p. 199*

Reflections

Submitted by
Joan Foreman

Positive Communication

I try very hard to word things in a positive way.

I try to observe children doing well, show behaviors that are desirable, and comment on them. I've seen that it's a lot more effective than saying "don't" all the time.

When the teacher models behavior that stresses the positive, the children will practice it with each other.

My students are very quick, also, to help a friend who has spilled something, forgotten something, etc.

Wonder

I try to listen to children as they express their wonder at the world. I try to really listen when they share something with me that they see as beautiful or wonderful. I try to see it through their eyes.

One cloudy day, a child told me that when she looked at the church steeple as the clouds moved by, it looked like the church was moving and it made her stomach feel funny. I looked and it did appear that the church moved, and my stomach felt funny.

Encouraging a child's sense of wonder really means, to me, backing off and allowing the child space to be himself or herself and really listening when they share with me.

Joan Foreman is a first grade teacher at the Westminster Day School in Oklahoma City, Oklahoma.

Giving "Space"

> *"The usual conception of direct correction and suppression of defects in wrong ... correction is possible only by expansion, by giving 'space', by opening up the means for the expansion of the personality."*
>
> **Maria Montessori**
> *from* **The Formation of Man**
> *(1971 ed., p. 49)*

Book Review

Munchies, Morsels and Meals

Pub. 1980 by
Montessori School of Champaign

This cookbook "for children and adults to share" includes over 100 recipes divided into such areas as *soups and sandwiches, main dishes, vegetables, salads, breads, desserts* and *snacks and drinks*. Most of these recipes have been tested in Montessori school environments for their effectiveness in developing basic skills and offering opportunities for more advanced learning.

A special feature of this book is a focus on healthy non-meat alternatives to provide maximum protein. Price: $2.95 ea.; 2 for $5.00 ($0.85 add. postage). To order, contact: Montessori School of Champaign-Urbana, 1112 Broadmoore, Champaign, IL 61821.

Announcements

The Minnesota Alliance of Montessorians (MAM) will conduct a workshop on *"Math Games", "Oceans"* and *"Land Forms"* on January 18, 1984, 7-9 p.m. at the Bryant Glenwood Montessori School, 531 Bryant Ave. N., Minneapolis, MN. For further information, call 374-5065.

Marketplace

Munchies, Morsels and Meals

A Cookbook for children and adults to share, published by the Montessori School of Champaign-Urbana, Illinois, illustrated, 143 pages, $2.95 each or 2 for $5.00. (add $.85 postage per book) Send order to: Montessori School of Champaign-Urbana, 112 Broadmoor, Champaign, IL 61821.

Montessori . . . *Creating the New Education*. IMS publication answer the question "What is Montessori?" Send $1.00 to: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

"Montessori" bumper stickers. Show support for Montessori education in the community. Distribute to parents. $1.00 ea., $0.60 ea. in quantities over 10. Send order to: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

School Consultation. IMS review of school and classroom environment based on IMS membership criteria. On-site visit and written report included. For information, write: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

Vol. V, No. 1
January 1984
Love

Address correction requested

The Montessori
OBSERVER
912 Thayer Ave., Silver Spring, MD 20910

Montessori in Hudson, Ohio

The Hudson Montessori School (Hudson, Ohio) was established in 1962 by a small group of parents who were interested in providing a good pre-school education for their children. It has since grown into a well known, fully enrolled school offering Montessori classes for children aged 3-12. There are four pre-primary and three elementary classes with a total enrollment of 165.

The school facility, located on 5½ acres of wooded land, is of modern architecture with large rooms, many windows, sky lights and clerestories. It provides excellent environments for the children including a library, observation room, children kitchen, office staff lounge and work area.

As a parent cooperative, this IMS Montessori school member has a ten member Board of Trustees. A committee system provides parents the opportunity to become involved with the school.

The Hudson school received its state charter for K-6 in 1978. State monies for auxilary services has helped the school meet the expenses for a Speech and Hearing Therapist, Reading Specialist and school Psychologist.

A continuing parent education program is offered throughout the school this year. This program includes orientation, parent discussions, presentations by staff members, outside speakers and open houses.

The school welcomes observation visits from the community. A Kent State University and University of Akron education department class visit the school each year for an introduction to Montessori program.

The administrative staff consists of **Ron Ackerman**, Principal and **Rebecca Montague**, Administrative Assistant. For further information, contact: Hudson Montessori School, 7545 Darrow Road, Hudson, OH 44236. Tel. (216) 650-0424.

The "Miracle"

"the world of official education put our work aside! The 'miracle' was officially relegated to oblivion. It did not succeed in attracting the interest of modern psychology. It was thus left to me to investigate the secrets of child-psychology."

Maria Montessori
from **The Formation of Man**
(1971 ed., p. 42)

Mutual Support

Cont'd from Page 1, Col. 3

detrimental regulations through appropriate legal action. See "*Observer*" issues of *January 1983* and *October, 1983*. In Illinois and Maryland, the formation of genuinely effective state-wide Montessori organizations could similarly provide a supportive basis for the resolution of detrimental regulations and laws affecting Montessori schools in those states.

The International Montessori Society stands ready to assist in the formation of effective local, state, regional and national organizations to resolve such issues as the adverse government regulation of Montessori schools in a particular geographical area. For specific information and support to form an effective Montessori support organization, contact: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

Child engaged in Language activity at the Hudson Montessori School (Hudson, Ohio)

REMINDER

To make sure that you keep receiving your Montessori Observer newsletter, please renew your membership subscription promptly. The expiration date of your membership should be clearly visible on the mailing label.

Vol. V, No. 2

February, 1984

IMS

The Montessori
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PS 026650

Children at Northville Montessori Center (Northville, Michigan) using Maluda's "Montessori" Psaltery.

IMS Extends Beyond the United States

IMS recently instituted a broad-ranging campaign to extend and enhance its communication with schools and individuals interested in Montessori education beyond the United States. The first phase of this effort is to establish direct personal contact between the IMS office in Silver Spring, MD and each country's embassy located in nearby Washington, D.C.

Lee Havis, IMS executive director, has already contacted many embassies in Washington, D.C. to discuss the work of the International Montessori Society and to request assistance in locating interested schools and individuals in their countries. Significantly, the embassies of France, Spain, Mauritius, Tunisia, Gambia, Swaziland and Sri Lanka have specifically requested a regular mailing of IMS publications, such as the "Montessori Observer," in order to maintain and enhance their continuing relationship with the International Montessori Society.

On Friday, Jan. 20, 1984, **Mrs. Delande S. Wijeratne**, First Secretary of the Embassy of Sri Lanka, met with Mr. Havis at the IMS office in Silver Spring, MD to discuss Montessori education in Sri Lanka and how IMS programs might serve the work of Dr. Montessori in her country. Mr. Havis believes that such personal relationship and association with each country's embassy staff in Washington, D.C. is an important first step in extending the work of the International Montessori Society to many countries throughout the world.

Music in Michigan Montessori School

The Northville Montessori Center (Northville, Michigan) has recently introduced **John Maluda's** special musical instruments into its environment for children **(Observer**, *Vol. II, No. 8; Vol. III, No. 6)*. **Lynn Gall**, director of this IMS Montessori school member, reports that the Maluda Psaltery and harp *"have a lot of appeal to the children. Even their appearance."*

Notably, Ms. Gall has found that the Maluda stringed instruments are readily introduced and employed by the children. She has found the audio tape and written material provided with these instruments very useful to enable the teacher's effective presentation of the instruments to the children.

The Northville school is located on a 6 acre site in a two-bedroom ranch house which was acquired in December, 1981. These facilities, including a recently built addition on the back of the house, provide sufficient space for three primary level classes and one elementary program. Optional full and half day sessions are available.

Special program features at the school include a health and nutrition specialist, French as a foreign language and an after-school program for art enrichment and Suzuki music. A summer day camp for eight weeks provides such activities as woodworking and outdoor life activities. The Northville school now plans to open a four-hour Saturday session which will offer a

Cont'd. on page 3, Col. 3

The Source of Growth

"The environment is certainly secondary in the phenomena of life. It can modify, as it can assist or destroy, but it can never create. The source of growth lies within. A child grows because his potentialities for life are actualized, because the fertile seed from which life comes is developing according to its natural destiny."

Maria Montessori
from ***Discovery of the Child*** *p. 61*

* * *

The "Real" Montessori

Free use of the term "Montessori" in the United States since 1967 has resulted in many diverse opinions and philosophies as to what is "real" Montessori. The "Montessori" certificate is now issued by many distinct organizations and institutions on the basis of widely varying requirements, content and criteria. Lacking a single accreditng agency for the recognition of a "Montessori" certificate, a significant obstacle exists for the mutual cooperation and communication among "Montessori" organizations which could ultimately resolve fundamental philosophical differences and distinctions in this regard.

Before his death in February, 1982, Mario Montessori (only son of Dr. Maria Montessori) spoke in Washington, D.C. about how to discern the "real" Montessori from those various philosophical expressions and formulations which have arisen around the work of Dr. Montessori. Mr. Montessori argued essentially that such differences of opinion were not really important; that the "normalized" child itself would eventually reveal what is the "real" Montessori.

Dr. Montessori herself recognized much confusion, contradiction and uncertainty with regard to the expression and development of her work since 1907. She observed that "constant comparisons and analogies" are made concerning her work in order to "establish some sort of compromise" with various philosophical ideas and approaches concerning the child **(The Formation of Man**, *1955 ed., p. 6-7)*.

Cont'd. on page 4, Col. 2

Observation

"The first step to take in order to become a Montessori teacher is to shed omnipotence and become a joyous observer . . ."

Maria Montessori
from **To Educate the Human Potential,**
p.121-122

"Observation", one of the three fundamental Montessori principles, is the first, primary function and occupation of an effective Montessori teacher. To serve as an *observer*, rather than *teacher*, requires one's abstention from many common tendencies with children, including the compelling urge to "teach". Committed to "observation", the effective Montessori teacher reflects a poise and balance which consciously restrains the reactive behavior commonly associated with traditional "teaching".

Restraint

"The teacher must learn to control herself so that the child's spirit shall be free to expand . . . the essence of her duty is not to interrupt the child in his efforts . . ."

Maria Montessori
from **The Absorbent Mind,** *p.272*

To effectively observe is essentially a "do nothing" function—a restraint of otherwise commonly accepted adult "teaching". To successfully restrain one's "teaching" tendencies is to forebear from intervention to correct a child's mistakes, to control the traditional tendency to offer direct assistance to resolve a child's problem, and to withhold one's opinion, judgement or comment with regard to observed misbehavior or disorder. In moments of disorder, Dr. Montessori particularly recognized that ". . . *it is not so easy . . . to stand still and watch*." **(Id.,** *p.272***)**

The First Moment

". . . the disorder of the first moment is necessary . . . do nothing but watch."

Maria Montessori
from **The Montessori Method,** *p.89*

The traditional teacher commonly meets disorder and misbehavior with some form of direct suppression, control or manipulation. By contrast, the Montessori teacher follows the principle of "Observation"—i.e., to "do nothing but watch" in the first moment. Such observation invariably triggers within the adult a hightened sensory awareness of one's own inner feelings, thoughts and judgments regarding the situation. This profound self-awareness and inner examination enables the individual to become fully conscious of one's own deeply-held beliefs and prejudices about the child to which the adult is typically attached.

Prejudices

". . . a prejudice has found its way into the adult—the notion that the life of the child can be changed or improved only through teaching. This prejudice impedes the understanding of the fact that the child constructs himself, that he has a teacher within himself."

Maria Montessori
from **The Formation of Man,**
1955 ed., p.62

The presumed need to "teach" the child is the most common of all unconscious prejudices about the child. This prejudice and other related prejudices and assumptions have solidified and have been reinforced over generations in adult society and "*are so universal that it is difficult to have them recognized as such . . .*" (Id. p. 61). Such prejudices eminate from an erroneous view of the child as an entity already known and defined in society.

Unknown Entity

". . . all, or nearly all, see the child as he is commonly known only, not the child as he is, still an unknown entity."

Maria Montessori
from **The Formation of Man,** *p.61*

The common assumption about the child is that its nature is defined by recognized external appearances; e.g., playful, careless, capricious, disorderly, insignificant, empty, etc. At best, the child is generally viewed as simply "empty", devoid of inherent significance or inner direction, requiring instruction from the adult who must inculcate proper values and beliefs. In fact, the child is essentially an *unknown* entity, with a "teacher within" to direct its development towards the fulfillment of a purpose and destiny originally established upon conception. Typically, the adult fails to recognize or to appreciate the guidance of this "teacher within" due to the unchallenged prejudices and assumptions by which one is unconsciously blinded.

The Blind Spot

". . . we speak of a blind spot in the heart of man . . . This blind spot is similar to that in the retina of the eye, which, nevertheless, is the organ by which all things are seen. The moral vision of the child falls upon the 'blind spot' of the human heart and there it strikes a barrier of ice."

Maria Montessori
from **The Formation of Man,**
1955 ed., p.42

The adult is commonly blinded from effective and complete observation of the child by a massive "barrier of ice"—a complex system of reactive behaviors, tendencies, prejudices and assumptions which block awareness of the limitless love and

Cont'd on Page 3, Col. 2

Primal Institute

Arthur Janov, Ph.D.

Vivian Janov, M.A.

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The Montessori Observer [illegible] IMS members throughout the world. [illegible] during the following months: Jan., Feb., March, April, May, Sept., Oct. and Nov. The purpose of this publication is to provide [illegible] Montessori [illegible] within the Montessori community.

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LETTERS TO IMS

Jan. 3, 1984

Dear Lee Havis:

Thank you for your interest in furthering Montessori education in Sri Lanka.

as I am a qualified Montessori teacher and was actively involved in Montessori education prior to my present diplomatic assignment. I would very much like to visit your organization and obtain first hand information on your present programs, and how best they would serve and enhance the needs and present programs in our country.

Yours sincerely,

(Mrs.) Delande S. Wijeratne
First Secretary
Embassy of Sri Lanka (Washington, D.C.)

Jan. 18, 1984

Dear Mr. Havis:

What a surprise it was to receive your letter of Dec. 24th, 1983. And a pleasure!

I am very interested in I.M.S., both from the point of view of my own school and that of the Caribbean Montessori Society of which I am a founder, member and President.

Last year a number of teachers got together to form the Caribbean Montessori Society. Your letter is very timely since we are planning to hold our first ever Caribbean Conference, July 10-13, 1984, at the Cave Hill Campus of the University of West Indies, Barbados. I am interested in finding resource persons who might want to combine a Caribbean holiday with participation in the Conference.

I would appreciate it if you could send me names and addresses of persons who might be interested so that I can write to them.

I have been teaching for just over 30 years and have been involved with Montessori for about 15 years. Now we want to spread the philosophy [illegible] — any help we can get is welcome.

Yours sincerely,

Jacqueline Griffith-Banfield (Mrs.)
Barbados, West Indies

Ed. Note: For further information and communication, contact: Mrs. J. Griffith-Banfield, "Richmond," Welches, St. Michaels 16, Barbados, W.I.

Jan. 1984

Gentlemen:

I am interested in learning about Montessori.

My daughter is 30 months with her birthday coming up on May 16th. When would she be ready for your school?

Anxiously awaiting your response.

Thank you.

Sincerely,

[illegible]
Moscow, Idaho

Ed. Note: See article in this issue entitled "When is the Child Ready for Montessori."

Observation

Cont'd. from page 2, Col. 2

harmony expressed by the child's "true nature." To melt such a massive glacier implicates a process of re-awakening the adult to one's own repressed feelings of pain, sadness and fear from one's own early childhood experiences which have been camouflaged through the common conventions and accommodations in adult society.

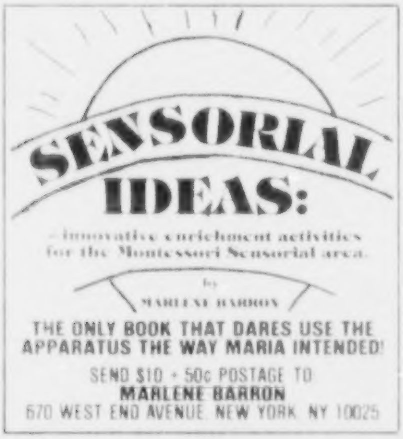
Reform of the Adult

> *". . . reform of the adult . . . represents the re-awakening of a part of human consciousness which has been covering itself progressively with layer upon layer of impediments."*
>
> **Maria Montessori**
> *from* **The Formation of Man,**
> *1955 ed., p.67*

To follow the path of commitment to Montessori principles with the child invariably accompanies a "reform of the adult". Committed to the role of *observer* with children, the reformed adult discovers the ability to create an effective Montessori environment in which the new "normalized" child is compelled to spontaneously emerge. Ultimately, one's commitment to "observation" overcomes those massive prejudices and assumptions about the child which have historically deterred mankind from realizing its expansive purpose and destiny to "construct a new world full of marvels which surpass and overrules the wonders of nature." **(Maria Montessori, *The Formation of Man, 1955 ed., p.96*)**

Announcements

The **Caribbean Montessori Society** will sponsor its first conference on July 10-13 at Sherlock Hall, Cave Hill Campus, University of West Indies, Barbados. Theme of conference is "Culture and Imagination." Topics include Computers and the Young Child, Environmental Studies and Music for the Non-musical Teacher. Registration is $35. For further information contact: **Jacqueline Griffith-Banfield**, Richmond, Welches, St. Michael 16, Barbados, W.I.



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Book Review

Sensorial Ideas

Pub. 1983 *By Marlene Barron*

In *Sensorial Ideas*, **Marlene Barron** has set forth a systematic collection of activities and tasks to expand and enhance the use of sensorial materials in the Montessori environment. This 26 page, 8½x11 inch booklet represents the work and experience of its author, Marlene Barron — a Montessori teacher and school director in New York.

Ms. Barron designed *Sensorial Ideas* especially for Montessori teachers to free them from "unnecessary, self-imposed strictures and prohibitions" which have limtied the use of sensorial materials. ***Sensorial Ideas*** approaches the use of Montessori sensorial materials through distinct "levels of use" and "material strategies" which conveniently organize a wide range of sensorial activity - from classical presentation to decoding, encoding and non-standard measurement tasks.

Sensorial Ideas presents a theoretical overview of the underlying organization of the sensorial area and explores the numerous possibilities inherent in various specific apparatus. Ms. Barron begins this exploration with the premise that a child's ability to *replicate* a "classical" presentation or lesson given by the teacher does not imply understanding of the concept or sense awareness involved; only when the child can *initiate* patterns is the child understanding the concept and beginning to move into abstraction.

Sensorial Ideas shows how ordinary classroom and home materials, such as chairs and silverware, can be employed to provide useful sensorial experiences parallel to those offered by the more traditional Montessori materials. Ms. Barron's work shows that the basic underlying comparisons and distinctions in nature are the fundamental, primary guide to the child's sensorial experience and constructive work in the Montessori environment — **not** some rigid, predetermined set of exercises, lessons and materials.

To order *Sensorial Ideas*, send $10 plus 50¢ postage to: Marlene Barron, 670 West End Ave., New York, New York 10025.

Music in Michigan

Cont'd. from page 1, Col. 2

program of music, drama and arts and crafts.

For further information about the school contact: Lynn Gall, Northville Montessori Center, 40965 Opollo, Northville, MI 48167. Tel. (313) 420-0924. For information about the Maluda stringed instruments, contact: John Maluda, 1901 Ashmoor Lane, Anchorage, KY 40223.

Vol. V, No. 2
February, 1984

Observation

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Positions & Placements

Montessori Primary Teacher; Administrator: two openings on staff of school. One for Montessori-trained administrator with teaching and/or administrative experience in a Montessori setting. Salary negotiable. One position for Montessori-trained Directress for primary classroom. Salary negotiable. School is a non-profit Parent Corporation with two primary classrooms and day care program. Staff of eight work together closely. School located 2 hours south of San Francisco. Contact: Montessori Learning Center, P.O. Box 2051, 30 Hitchcock Rd., Salinas, CA 93902. Tel. (408) 455-1546.

Elementary Teacher: (9-12) To start August, 1984, grades 4-6, established elementary program. Contact: Linda Rubin, Racine Montessori School, 520 21st St., Racine, WI 53403. Tel. (414) 637-7892.

Montessori Teachers: (3-6) (6-9) For Sept., 1984. School is located ½ hour north of Boston on the historic North Shore. Near beaches, wild life sanctuary, museums and colleges. Send resume to: Susan McDonough, Head, Harborlight Montessori School, 243 Essex St., Beverly, MA 01915. Tel. (617) 922-1008.

Preschool Teachers: All day, half day. For Sept. 1984. Birmingham, AL. School established 1968 and goes from preschool through sixth grade. Send resume to: Creative Montessori School, P.O. Box 76208, Birmingham, AL 35253. Attn: Barbara R. Spitzer, Director.

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The "Real" Montessori

Cont'd. from page 1, Col. 3

Effective Montessori teachers can readily confirm in their own personal experience that the "real" Montessori is indeed precisely a commitment to the principles of (1) "Observation", (2) "Individual Liberty" and (3) "Preparation of the Environment". The International Montessori Society challenges all teachers, parents and schools to likewise discover the "real" Montessori as one's expression of complete commitment to such principles which inevitably reveals the "normalized" child as envisioned by Dr. Montessori.

When is the Child Ready for Montessori?

Parents and teachers frequently must determine when a child is "ready" to participate effectively in a Montessori environment outside the home. This issue involves many considerations other than that of just chronological age. All relevant issues of a given situation must be considered: e.g., school policy and capabilities, willingness and confidence of the child to freely separate from the parent and the child's particular level of physical, mental and emotional functioning.

In general, Montessori schools have found that children of two years of age are normally able to function effectively in a mixed-age social setting with children as old as six. Dr. Montessori noted that "two-year old children are being admitted to our schools, while parents request admission of those of one and a half years." (**Maria Montessori,** *The Formation of Man, 1955 ed., p. 5*). However, school policy often prohibits the attendance of children who have as yet not acquired bowel control so that staff members will not be unduly burdened with such functions as changing diapers.

Ultimately, the parent, as nature's true guardian of the child, must employ all of one's own reason and judgment to determine when a particular child is "ready" with regard to a given set of circumstances. The parent's knowledge of Montessori principles and prior observation of the particular school environment is certainly sound preparation to enable a responsible decision in this regard. Significantly, the child itself will show when it is "ready" for Montessori school by its willingness and desire to seek new experiences outside the home and away from the parent.

Vol. V, No. 3 March, 1984

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Child engaged in practical life activity at the Family YMCA Montessori School (Dearborn, Michigan)

Fairlane Family YMCA Montessori

Dearborn, Michigan

The Fairlane Family YMCA Montessori School, IMS member in Dearborn, Michigan, was recently established under the sponsorship and management of the local YMCA. **Gerry Hunt**, director of the school, notes that "*we are one of only two Montessori schools that is owned and operated by a YMCA. The other is in Bristol, Tennessee.*"

The Fairlane school, in its first year of operation, currently has 20 children ages 2-6 enrolled in each of two half-day sessions. Ms. Hunt states that due to high unemployment in the area, the school has decided to allow attendance of children for less than five days per week. However, preference is given to families wishing the full five day program. A scholarship is offered to families that could not otherwise afford full tuition. This scholarship program is made possible by funding received from the United Way.

Special features of this unqiue YMCA Montessori program include art, music, gymnastics and motor development. In addition, a parent education program is offered. For further information, contact: Gerry Hunt, Fairlane Family YMCA Montessori School, 19500 Ford Rd., Dearborn, Michigan, 48128, Tel. (313) 271-3400.

The Cause of War

> *the cause of war does not lie in armaments, but in the men who make use of them.*"
>
> **Maria Montessori**
> *from* **Peace and Education**
> *(1943), p. 25*

* * *

"Transforming" Education

> ***"Man . . . is destined to do a great task on earth. He must transform it, conquer it, utilize it and construct a new world full of marvels which surpass and overrules the wonders of nature."***
>
> **Maria Montessori**
> *from* **The Formation of Man,**
> *1955 ed., p96*

Man is inevitably destined to perform a great work of "transformation" - to create a new world wherein "the whole of mankind

Cont'd. on Page 3, Col. 2

Limited Outlook on "Montessori"

> *"Envy and competition are signs of a limited outlook. He who has a vision of a 'paradise' to be conquered, cannot be satisfied by the whole world and he easily renounces transitory and limited possessions."*
>
> **Maria Montessori**
> *from* **The Formation of Man,**
> *1955 ed., p. 49*

The widely-accepted view in society of "Montessori" is that of a certain specified body of knowledge which is provided through the form of a "Montessori" teacher training program. Such a limited outlook constitutes a significant barrier to the real work and purpose of Montessori education as a "force of nature" creating Dr. Montessori's vision of a "new education."

The state of Maryland's denial of a license to the International Montessori Society to operate a teacher training school in that state reflects the common "limited outlook" associated with traditional education. Such a "limited outlook" now appears widely-accepted by many individuals, schools and organizations associated with the term "Montessori".

In essence, the state of Maryland's censorship of the IMS teacher training curriculum was based on an adverse "concensus of opinion" among certain individuals selected by the state to evaluate a written outline of the IMS course. Among those evaluators who opposed issuance of a license were included certain individuals and organizations associated with the term "Montessori".

For example, **Marcella Dawson**, responding for the ***American Montessori Society***, recommended disapproval of the operation of the IMS curriculum for several reasons. Notably, Ms. Dawson stated that "*The Montessori curriculum is seriously deficient in content*" since "*approximately one-third of the Montessori materials are included in the program.*" Time allotments for presentation of materials were also cited as inadequate since the indicated schedule was "*approximately one quarter of the time actually required.*" Such reasoning reflects a "limited outlook" with regard to Montessori education: that there exists some pre-determined, precise time and content specifications which can somehow assure effective and adequate preparation for Montessori teaching.

Cont'd. on Page 4, Col. 2

Creativity

> *". . . a man is capable of becoming anything . . . Making use of his own will in his contact with the environment, he develops his faculties and thus becomes in a sense his own creator."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p.33*

Creativity is an inherent function of man. Each individual indeed creates one's own unique reality in cosmic harmony with the evolution of the entire universe.

In Montessori education, one's creative function actualizes a reality committed to the principles of (1) "Observation", (2) "Individual Liberty" and (3) "Preparation of the Environment". Expressing such a commitment with children creates a "normalizing" environment within which the child's true "normalized" nature is free to emerge. Such creative application of Montessori principles contributes to the gradual appearance of Dr. Montessori's vision of a "new education" in the world today.

Creating the "New Education"

> *". . . man himself is one of the great cosmic forces of the universe."*
>
> **Maria Montessori**
> *from* **The Absorbent Mind**, *p.50*

The adult committed to Montessori principles serves as a "great cosmic force" to discover and free the child from the tyranny of adult society. The adult's function to create such a "new education" reflects the basic process of creation which occurs in the child's spontaneous formation of itself as a visible personality in society.

The Creative Process

> *"Creation . . . means that mysterious primordial occurrence which gives rise to something which at first did not exist, something that is later destined to grow in accordance with vital laws."*
>
> **Maria Montessori**
> *from* **The Absorbent Mind**, *p.190*

The formation of the young child's personality follows the guiding laws of all creation and emerges ". . . *as a series of lively emotions rising up from the subconscious which . . . begin in confusion and then move on to the making of distinctions and ultimately, to creative activity.*" (*Secret of Childhood, p.42*). By analogy, the adult's creation of a "normalizing" environment for children reveals a similar "series of lively emotions" which accompany the creative process in Montessori education, i.e., confusion, distinction and ultimately, creative expression.

Confusion

> *". . . Just at the time when creation was bringing us forth out of nothing, not even the person concerned can tell us anything about it."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p. 166*

The adult's creation of a "normalizing" environment first emerges as confusion-a nebula of ideas and thoughts about Montessori principles and the nature of the child. Discomfort, tension, anger and fear are common emotions which accompany a sense of confusion.

Distinction

> *"The Montessori teacher is constantly looking for a child who is not yet there . . . In her imagination she sees that single normalized type, which lives in a world of the spirit."*
>
> **Maria Montessori**
> *from* **The Absorbent Mind**, *p. 276*

Confusion invariably leads to an awareness of distinction, i.e., the image of the "normalized" child (loving order and constructive activity, joyful, independent, spontaneously self-disciplined) becomes distinct in one's mind from the child as it is commonly recognized in society by contrary outward behavior and appearance. Such distinction accompanies one's patient observation and inner expansive awareness as to Montessori principles and the child itself.

Creative Activity

> *". . . man is seen as a being different from all others . . . His appearance on earth was the starting point for new destinies."*
>
> **Maria Montessori**
> *from* **The Absorbent Mind**, *p.60*

The ultimate creative activity in Montessori education is an awareness of a "new destiny" for the child's subsequent development, a natural destiny revealing the plan of growth given at conception. Obstacles to realizing such creative activity primarily implicate assumptions and prejudices in society about Montessori education and the child which lie hidden deeply within the adult.

Obstacles to Creativity

> *". . . the adult looks upon himself as the child's creator."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p.* [illegible]

The adult's false view of oneself as the child's creator tends to deter one's true

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Lee Havis, Executive Director

The Montessori Observer is mailed eight times each year to IMS members throughout the world. The *Observer* is sent during the following months: Jan., Feb., March, April, May, Sept., Oct., and Nov. The purpose of this publication is to provide news and information about the development of Montessori education to extend awareness of Montessori principles and promote harmony within the Montessori community.

INTERNATIONAL MONTESSORI SOCIETY

The International Montessori Society is sponsored by Educational Services, Inc., a non-profit corporation organized in Maryland, U.S.A. The purpose of IMS is to support the effective application of Montessori principles throughout the world.

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Book Review

1001 Alternatives to Corporal Punishment

Editor: **Adah Maurer, Ph.D.** *Vol. 1*

Pub. by ***End Violence Against the Next Generation (EVAN-G)***

> *"Corporal punishment has been abolished for adults as an insult to human dignity and a social disgrace. But is there anything so mean as to insult and beat a child? Man's conscience in this regard has certainly been dulled."*
>
> **Maria Montessori**
> *from* **Secret of Childhood,** *p. 213*

Physical and psychological punishment, at home and school, is still a widely accepted practice in many societies throughout the world. ***1001 Alternatives*** examines the fundamental failure of such punishment as a means to "cure" misbehavior and disorder in children. In addition, this EVAN-G publication offers practical, effective alternatives to punishment.

1001 Alternatives suggests a range of "Preventions" for misbehavior in children, including: Body Language **(Dr. Frederick H. Jones,** *see* ***Observer,*** ***Vol. I, No. 4***), Teacher Effectiveness Training **(Dr. Thomas Gordon)** and Conflict Resolution **(American Friends Service Committee).**

"Montessori Education" is also considered as a "Prevention" alternative to punishment. **Lee Havis,** IMS executive director, here describes the three Montessori principles to realize the child's true nature—a condition of complete harmony between the child and its environment.

Ultimately, **Dr. Adah Maurer** notes that "the only alternative to spanking is not spanking." EVAN-G proposes a second volume to include many more examples of alternatives to punishment. An open invitation is made to all to contribute their experiences, preferences, ideas and inspiration to finally end adult violence and tyranny commonly imposed on children at home and school.

For further information or to order this publication, contact: EVAN-G, 977 Keeler Ave., Berkeley, CA 94708-1498. Tel. (415) 527-0454

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"Transforming" Education

Cont'd. from Page 1, Col. 2

is to be united into one brotherhood" **(Maria Montessori,** *Peace and Education (1943), p27).* Dr. Montessori approaches this expansive purpose through the transformation of education as the most direct path to realizing "a new age when misery will . . . be . . . destroyed." **(Maria Montessori,** *Discovery of the Child, p.330).*

The transformation of education, a vision which Dr. Montessori shares with many others throughout the world, has been traditionally opposed by "a mysterious entity . . . the environment that swallows up and crushes the man." **(Maria Montessori,** ***The Formation of Man,*** 1955 *ed., p. 17).*

The "OMBIUS"

> ***"In society . . . an Organization of Evil (Male) has been formed which assumes the semblance of good (Bene) and is Imposed on the whole of HUmanity by Suggestion . . . we then get: OMBIUS."***
>
> **Maria Montessori**
> *from* **The Formation of Man,**
> *1955 ed., p.69*

A veil of evil disguised as good - the OMBIUS - blinds one from realizing the opportunity to "transform" education; i.e., to shift from education as "the struggle between the adult and the child" **(Maria Montessori,** *Peace and Education (1943), p.20)* to a "new education" whose primary aim is "the discovery and freeing of the child" **(Maria Montessori,** *Secret of Childhood, p. 110).* Unconsciousness and failure to recognize the existence of the "OMBIUS" concerning prejudices and assumptions about the child fundamentally deter the full realization of Dr. Montessori's vision of a "new education."

Genuine Transformation

> ***"An attempt is being made to transform education . . . all this, however, is being effected around the same figure of the misunderstood child who is seen through eyes distorted by the "OMBIUS."***
>
> **Maria Montessori**
> *from* **The Formation of Man,**
> *1955 ed., p.73*

Modern efforts by parents, teachers, schools and political leaders to "transform" the quality of education commonly fail when the erroneous notion of the child as an entity already known is left unchallenged. To view the child as such a "known entity" compels the adult's efforts to change or improve the child through the process of "teaching."

By contrast, a genuine "transformation of education" must consider the child as it is - an inherently unknown entity which expresses and unfolds of itself. To support such a genuine transformation is essentially a work of discovery - a collaboration and assistance with nature to follow the *teacher within* the child.

Positions & Placements

Montessori Teacher: (3-6). Part-time/full-time to begin Fall, 1984. Parent owned and operated school founded 1971, full-time administrator. Located in resort community near Dunes National Lakeshore, 45 miles from Chicago. Salary depends on experience and qualifications. Send resume to: Johanna Miller, Montessori School, Tinkers Dam Arcade, North Karwick Rd., Michigan City, IN 46360. Tel. (219) 879-6233.

Montessori Primary Teachers: Three openings on staff of Cottage Schools in Boulder and Longmont next to beautiful Colorado Rocky Mountains. Full and part time options. Salaries negotiable. Starting dates June and Sept., 1984. Contact: Pam Creswell, Cottage School, 805 30th St., Boulder, CO 80302. Tel. (303) 494-3032.

Elementary Directress: (9-12) To join current experienced well-trained staff for ages 6-9 in five year old elementary program expanding to 55-60 students by fall of 1984. Experience with age group preferred. Competitive salary based on experience. Good fringe benefits and stable, supportive board in eight year old non-profit school. Write or call: Montessori in Redlands, P.O. Box 691, Redlands, CA 92373 (714) 793-6989.

Primary Montessori Director/ess: To take over year-old class Sept. 1984. Located on Martha's Vineyard, small, beautiful island off Massachusetts coast. 9-year-old Teacher-Board run school with 2 primary classes and hopes to expand. Salary commensurate with qualifications and experience. Contact: Vineyard Montessori School, Box 994, Vineyard Haven, MA 02568.

Montessori Teachers: To lead established classes. Enrollment of 275 primary and elementary children from 2½ to 12 years of age. Staff members have continued input in curriculum direction and work as cohesive teams. School located 20 miles north of downtown Houston and serves an upper middle-class professional community. Housing, educational and cultural opportunities abound. Contact: Mark Starford, The Pines Montessori School, 3535 Cedar Knolls Dr., Kingwood, TX 77389. (713) 358-8933.

Montessori Teachers: Well established school with primary and elementary classes. We have openings in both primary and 6-9 Elementary classes for September. We would like to start the 9-12 Elementary level in September. The purpose of the school is to serve children on low income levels. If interested, send resume to Sister Deanna Randall, 620 Elizabeth St., Denver, CO 80206.

Montessori Directors/ess: (3-6) (6-9). School is well-established, 20 years old, and is expanding. Send letter of application, and references to Staff Search Committee, Montessori School of Champaign, 1112 Broadmoor, Champaign, IL 61821.

Montessori Director/ess: (2½-5). For school year 1984-85. Full time. Contact: Sr. Angelo Gross, St. Mary's Montessori Center, 730 Cedar St., Owatonna, MN 55060. Tel. (507) 451-2694.

Vol. V, No. 3
March, 1984
Creativity

Address correction requested

912 Thayer Ave., Silver Spring, MD 20910

IMS
The Montessori
OBSERVER

LETTERS TO IMS

Feb. 24, 1984

Dear IMS,

I am not presently certified as a Montessori teacher, but would very much like to take the training. My problem is that I do not clearly understand the differences between the various Montessori organizations, and I would greatly appreciate it if IMS could help clarify the subject.

Sincerely,

Sarah Sisk
Pecos, New Mexico

Ed. Note: *"Differences" between the various Montessori organizations implicate the issue "What is 'Montessori'?". IMS views "Montessori" as actualizing one's inherent commitment to three fundamental principles: (1) "Observation", (2) "Individual Liberty" and (3) "Preparation of the Environment". IMS Montessori training is a complete communication of such a limitless commitment. See also article in this issue entitled* **"Limited Outlook on 'Montessori' "**.

Feb. 20, 1984

Dear Sir,

the society's fundamental principles of ***observation, individual liberty*** and ***preparation of the environment*** happen to relate very closely to the bases of the Gambian Curriculum renewal revision programmes aimed at all levels of education.

It may interest you further to know that we in the Gambia, have adopted a spiral curriculum model which is inquiry discovery orientated, thus allowing an inter-disciplinary approach that eliminates rigid barriers between subject areas and facilitates interactions between the learner and all that constitute his/her environment.

there is adequate reason to believe beyond all doubts that Gambian educational institutions and agencies would benefit tremendously from your shared professional experiences.

Yours sincerely,

Saihou H.O. Jones
for Acting Director of Education
Republic of the Gambia

Limited Outlook

Cont'd. from Page 1, Col. 3

By contrast, IMS views Montessori education as an ever-expanding experience of limitless commitment to certain absolute principles *within the individual*; **not** a pre-determined body of knowledge which can somehow be encompassed within the bounds of certain specified content and time requirements.

Preparation for Montessori teaching is a present-moment and continuing experience throughout one's entire life. Errors, correction and preparation are a continuing and essential expression of one's commitment to Montessori principles.

> *"The usual conception of direct correction and suppression of defects is wrong; correction is possible only by expansion, by giving 'space'."*
>
> **Maria Montessori**
> *from* **The Formation of Man,**
> *1955 ed., p. 49*

Censorship and similar forms of suppression of communication of a commitment to Montessori principles reflect the "limited outlook" and tyrannical tendencies of traditional education — the ***antithesis*** of Dr. Montessori's expansive, limitless vision of a "new education". One's participation in the IMS independent study course, communicating a ***complete*** commitment to Montessori principles, challenges the traditional notions, prejudices and erroneous assumptions which have recently arisen with regard to the widely-accepted limited outlook on "Montessori".

True Nature

"Man's true nature lies hidden within himself. And this nature, which ws given him at conception, must be recognized and allowed to grow."

Maria Montessori
from **Secret of Childhood**, *p. 148*

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Creativity

Cont'd. from Page 2, Col. 2

function to create a "normalizing" environment. The adult's self-importance and god-like tyranny over the child is commonly hidden under a camouflage of "goodness", "love" and "sacrifice" with regard to one's association with the child.

Creativity in applying Montessori principles with children invariably challenges one's false self-concept as the "creator" of the child. Ultimately, the child itself is revealed as the true creator of its own "normalized" nature-a spontaneous expression of the mysterious creative power of the universe springing from life itself.

Vol. V, No. 4 April, 1984

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Practical life work at the Clay-Platte Children's House in Kansas City, Missouri.

Clay-Platte School

Kansas City, Missouri

The Clay-Platte Children's House in Kansas City, Missouri is owned and operated by **Charles** and **Shirley Plath**. This IMS Montessori school member is located on ten acres of land in facilities which were built specifically for children.

The school serves an enrollement of 212 children from birth to 12 years of age. Full and half-day sessions are offered at both the primary and elementary levels. Special program features include art, music, dance and a summer Montessori program. Spanish, French and German are provided as foreign languages for elementary aged children.

Mrs. Plath reports that Orff music instruction and aerobic classes have recently been started for children aged 2½ to 12 years. In addition, she states that *"Each Spring we have a camp-out on our ten acres and a talent show presented by our older children."*

For further information, contact: Shirley and Charles Plath, Clay-Platte Children's House, 5901 N.W. Waukomis Dr., Kansas City, MO. 64151. Tel. (816) 741-6940

A Few Clear Words About The Montessori "Method"

> *"One would like to know in a few clear words what this Montessori Method really is."*
>
> **Maria Montessori**
> *from* **The Formation of Man,**
> *1955 ed., p. 7*

After some forty years of experience with her unique approach to the child, Dr. Montessori came to recognize a considerable confusion surrounding this "method" which so many now claim to practice. Since her first discovery of the "normalized" child in 1907, a deluge of conflicting viewpoints, compromises, opinions and interpretations have emerged to assert their own claim to define the real Montessori "Method." *"In short, we find ourselves in a maze"* (Maria Montessori, ***Id.***, p. 7).

Prejudices

> *. . . the revelations of the child are not at all so difficult to obtain, the real difficulty lies in the adult's old prejudices concerning him."*
>
> **Maria Montessori**
> *from* **The Formation of Man,**
> *1955 ed., p. 22*

The different viewpoints as to the Montessori "Method" reflect age-old prejudices which individuals unconsciously bring to their study of the work of Dr. Montessori. Montessori training which leaves such prejudices fundamentally unchallenged results in the emergence of viewpoints of the Montessori "Method" which fail to deliver on the promise of a truly "normalized" child. Justifications, conceptualizations and assumptions about "normalization" and other ideas from the work of Dr. Montessori have now become so firmly engrained within various limited, prejudicial expressions of Montessori education that the true creative expression of Dr. Montessori's approach to the child has been substantially deterred and distorted in society.

Dr. Montessori's own viewpoint as to her approach to the child reveals the extent to which the resolution of these prejudices are vital to her true work and purpose to create a "new education."

Montessori's Viewpoint

> *"For the word, 'method', we should substitute something like this: 'means offered to deliver the human personality from the oppression of age-old prejudices regarding education.'"*
>
> Maria Montessori
> *from* The Formation of Man,
> *1955 ed., p. 8*

Dr. Montessori's viewpoint as to her "method" invariably challenges all prejudical and limited conceptions regarding her

Cont'd. on Page 4, Col. 2

Teacher Training

> *"The real preparation for education is a study of one's self. The training of the teacher . . . is something far more than a learning of ideas. It includes the training of character; it is a preparation of the spirit."*
>
> **Maria Montessori**
> *from* **Absorbent Mind,** *p. 130*

Spring and Damper

> *"If one pulls in a given direction, there will always be another who pulls the opposite way. . . . A wonderful harmony between opposing forces. The result is not so much an agreement, as a harmonized opposition, an agreed disagreement."*
>
> **Maria Montessori**
> *from* **Absorbent Mind,** *p. 143*

Dr. Montessori recognized that every creative expression inherently involves opposition—"an agreed disagreement" such as the mechanism of a spring expanding against the opposition of a damper. The damper permits a constructive use of the energy of the spring by opposing the spring's vibration and thereby preventing the total destruction of the structure to which the spring is attached.

By analogy, one's creative expression of a commitment to Montessori principles (the "spring") expands against the opposing forces of one's personality (the "damper") so that one's ability to create a genuine Montessori environment is gradually realized within one's self.

Likewise, the "new education" is created through one's participation and communication with others on behalf of a commitment to Montessori principles (the "spring"). Opposing such a creative expression of the "new education" are one's

Cont'd. on Page 4, Col. 1

Preparing the Environment

"The teacher's first duty is therefore to watch over the environment . . . Its influence is indirect, but unless it be well done there will be no effective and permanent results of any kind, physical, intellectual or spiritual."

Maria Montessori
from **Absorbent Mind**, *p. 278*

The important role of the environment in Dr. Montessori's approach to the child is reflected by the fundamental principle, "Preparation of the Environment." Preparing an environment suitable to the "normalized" child applies this principle to challenge many common prejudices and assumptions in adult society.

Adult Environment

"The master of all is a mysterious entity. The tyrant is all powerful, like a god. It is the environment that swallows up and crushes the man."

Maria Montessori
from **The Formation of Man,**
1955 ed., p. 7

The adult's view of "environment" assumes the dominance of "society" which imposes a condition of absolute limitation and control over one's creative expression and individual liberty. Such a limited notion of one's environment begins to form at the very moment of birth when the hostile nature of one's surroundings is most keenly felt. From the trauma of birth, the notion of a tyrannical, hostile environment becomes intimately incorporated into one's "personality." Ultimately, this notion becomes manifest as a "society" which assumes the role of "all powerful tyrant."

"Society"—with its conventions and camouflage to repress feelings from early childhood—clearly opposes expression of the child's absolute love and harmony with its surroundings.

The Infant's Challenge

"An adult environment is not a suitable environment for children, but rather an aggregate of obstacles that strengthen their defenses, warp their attitudes, and expose them to adult suggestions."

Maria Montessori
from **Secret of Childhood**, *p. 109*

The child's creative expression of its true nature finds an immediate, hostile confrontation with adult society from the moment of birth. The sensitive newborn finds itself completely subject to an alien, adverse environment insensitive to one's pain, suffering and confusion.

The newborn infant is compelled to adjust its new life functioning to the accelerated timetable of hospitals and adult needs. The child's slower, natural rhythm of its own inner guiding instincts are virtually disregarded. The infant's challenge is thus to adapt itself to these hostile, impatient demands of adult society.

Integrating the Personality

"A child is forced to come to terms with his surroundings and the efforts entailed lead to an integration of his personality."

Maria Montessori
from **Secret of Chlidhood**, *p. 35*

The infant's accommodation to environmental demands results in the formation of one's own unique personality. Typically, such accommodation reflects a set of defenses against an alien environment emerging as a gross distortion of the child's true nature, i.e., a superficial personality dominated by capricious behavior, fantasy, tantrums, possessiveness, crying for no apparent reason, sloth and disobedience.

The adult's effective preparation of the child's environment intends to call forth the true nature within the child by removing those obstacles which have been unconsciously imposed on the child by a hostile adult society.

Removing Obstacles

". . . we must therefore create a favorable environment . . . all that is needed is to remove the obstacles."

Maria Montessori
from **Secret of Childhood**, *p. [illegible]*

Removing obstacles from around the child is opposed by lack of awareness of these obstacles as a result of their intimate incorporation into one's own personality formed in early childhood. Typically, the adult has so firmly engrained the notion of tyranny and oppression into one's being that such prejudices appear as a "reality" to which all must submit.

By contrast, the adult's effective preparation of the environment for children involves an awareness and attention to all obstacles which arise around the single child. Such obstacles emerge within the three components which make up the child's environment: (1) "physical objects", (2) "other children", and (3) "adult."

Physical Objects

". . . the child shows an irresistible urge to touch everything . . . His intelligence needs a world of things which provide him with motives for his activity."

Maria Montessori
from **Absorbent Mind**, *p. [illegible]*

The child's intellectual development—upon which all other aspects of its normal growth fundamentally depend—requires a wide range of physical objects through which concentration and interest can be aroused. The young child's psychic and mental order are fundamentally realized through sensorial experiences with physical objects. Such experiences are profoundly incorporated into the child's being through its "absorbent mind."

The ordinary disorder, incompletion and complexity of physical objects as they generally appear in adult society significantly deter the child's ability to acquire those sensory experiences vital to normal development in the formative period of early childhood. An effective preparation of physical objects in the Montessori environment must therefore assure their order, simplicity, completeness and beauty so that manipulation of such objects will meet the child's deep inner needs and instincts with regard to normal intellectual and psychic development.

Other Children

"The stimuli of the environment are not only the objects, but also the persons, with whom our relations are not merely sensorial."

Maria Montessori
from **Spontaneous Activity in Education**, *p. 325*

Cont'd. on Page 3, Col. 2

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Legal Brief

Religious Discrimination in Child Care Regulation

Forest Hills Early Learning Center v. Lukhard

No. 82-1679 **Decided: Feb. 7, 1984**

On Feb. 7, 1984, the Fourth Circuit Federal Court of Appeals (Richmond, VA) held that the State of Virginia's exemption from licensure requirements for child care centers *"conducted under the auspices of a religious institution"* was *"facially overbroad as a permissable accommodation to any free exercise rights of the sectarian operators of child care centers."* In brief, the Court held that such an exemption from regulation appears to unfairly discriminate against private non-religious child care center operators who must comply with many detailed, burdensome requirements in order to obtain a license to operate in the state.

The ***Forest Hills*** case is important to Montessori education since many Montessori schools are regulated as child care centers or private schools under licensing requirements similar to those imposed in Virginia. Commonly, such government regulation provides a broad exemption from license requirements to private parochial schools and child care centers operated by religious organizations. In general, Montessori schools are ***not*** exempted due to their non-religious ownership and operation.

Since the vast majority of private schools and child care centers are exempted from licensing requirements due to their religious affiliation, public interest in the licensing of Montessori schools is minimal. Now that all private schools and child care centers appear destined to face the same burdensome state licensing procedures and practices, a new public interest in this issue may very well result in significant favorable changes affecting the regulation of Montessori schools.

The IMS law suit in Maryland challenging that state's regulation of Montessori education raises the similar issue of religious discrimination as presented in ***Forest Hills***. In Maryland, an exemption from licensure is provided to those private schools which are *"operated by a bona-fide church organization."* The ***Forest Hills*** case, decided in the same judicial circuit as that of the state of Maryland, represents a compelling precedent to assert in the IMS law suit with regard to unfair religious discrimination.

The Forest Hills case will be published and available soon in local law libraries. Contact IMS for futher details and information.

Preparing the Environment

Cont'd. from Page 2, Col. 3

Obstacles with "other children" generally arise in disruptive interaction with another's activity, fantasy involvement and other such disruptive social interaction away from some constructive activity. The adult effectively removes such obstacles by approaching the more passsively engaged child in the disruptive circumstance. This child's attention is directed away from the misbehaving child in a friendly, non-judgmental manner.

Adult

> *"... adults are also a part of a child's environment ... they should not be an obstacle to a child's independent activities, nor should they carry out for him those activities by means of which a child reaches maturity."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p. 110*

The adult's unconscious, prideful assumption of "perfection" with children generally deters effective preparation of this aspect of the child's environment. Removing one's own detrimental influence from the child's environment invariably requires a deep inner self-examination and awareness with regard to one's own personality.

Adult as Obstacle

> *"... the teacher can be the greatest obstacle of all."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 264*

The adult's personality is readily present as a significant obstacle in the child's environment through one's unconscious reactive behavior, e.g., offering unnecessary "help" to children, correcting mistakes, imposing rules, fast movements, and excessive talking and attention to individual children. Such reactive behavior is so widely practiced among adults working with children that it is rarely recognized as an obstacle at all. Rather, such behavior is generally conceived of as "teaching." Unconscious reactions with children impose a form of adult tyranny over children which fails to establish an environment effectively prepared for the "normalized" child.

Role of Environment

> *"The environment is certainly secondary in the phenomenon of life. It can modify, as it can assist or destroy, but it can never create. The source of growth lies within."*
>
> **Maria Montessori**
> *from* **Discovery of the Child**, *p. 61*

The child's instinctive hunger for interaction with its environment certainly destines the environment to play a vital role in the child's development. However, this vital role must necessarily follow the child's inner creative urges for such interaction.

The adult prepares the environment as a creative participation to realize the child's true nature. Preparing the environment as envisioned by Dr. Montessori is a genuine "force of nature" which functions in harmonious collaboration with the "teacher within" the child.

Positions & Placements

Montessori Teachers: Well-established school with primary and elementary classes. We have openings in both primary and 6-9 Elementary classes for September. We would like to start the 9-12 Elementary level in September. The purpose of the school is to serve children on low income levels. If interested, send resume to Sister Deanna Randall, 620 Elizabeth St., Denver, CO 80206.

Montessori Directress/or: (3-5). Full day and/or half-day. Well-established school, 45 minutes west of Chicago. Salary open, commensurate with experience. Contact: Montessori Learning Center, 595 South River St. Batavia, IL 60510, Director, Arthur J. Basler, Tel. (312) 879-2586.

Montessori Teacher: (2-6). Full time primary teacher beginning the end of August. School has been established since 1965 and is located in a Tudor style house in a prestigious west Knoxville area. Send applications to: Mauri Leahy, Knoxville Montessori Children's House, 4311 Kingston Pike, Knoxville, TN 37919. Tel. (615) 525-6042.

Administrator/Teacher: (3-6). Personable with experience in administration as well as Montessori pre-primary training. Also, opening for full-day Montessori teacher. Salaries $9500 - $12,000 range. Amherst is located 1½ hr. from Boston in western Mass. Univ. of Mass and 4 colleges close by. Send resume to: Molly Reynolds, Amherst Montessori School, 1066 So. East St., Amherst, MA 01002.

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Montessori Teacher: To start Fall, 1984. School located about 20 miles north of Washington, D.C. in suburban setting. Contact: Gretchen Gardner, Gaithersburg Early Learning Montessori School, 1199 Quince Orchard Blvd., Gaithersburg, MD 20876. Tel. (301) 948-2556.

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Illusion and Prejudice —

> *"... the kind of education still in vogue condemns the teacher to be a dictator ... teachers of the older school hold firmly to irrational rules and have little to guide them but illusion and prejudice."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 256*

Vol. V, No. 4
April, 1984

Preparing the Environment

Address correction requested

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Creative Center
Kenmore, New York

The Kiddie Haven Creative Center is a Montessori School in Kenmore, New York under the co-ownership of **Dianne Wasch** and **Gladys Rogers** Directors of this IMS Montessori school member is Virginia Paul.

The Creative Center school serves an enrollment of 55 children ages 2-6 with both full and half-day Montessori sessions. A Montessori day care program extends the services of this school from 7:30 a.m. to 6:00 p.m. five day a weeks, 52 weeks per year.

Special program features of this school include French as a foreign language, art and music. A summer Montessori program is also provided.

For further information, contact: Virginia Paul, Kiddie Haven Creative Center, 749 Englewood Ave., Kenmore, NY 14223. Tel. (716) 835-7071.

* * *

Spring and Damper

Cont'd. from Page 1, Col. 3

association and agreement with the forces of distortion and limitation in society (the "damper").

The International Montessori Society, with its growing membership participation of almost six hundred schools and individuals throughout the world, reflects the "spring" force of energy creating the "new education." The opposing "damper" in this regard is provided by those organizations which view "Montessori" as a limited body of knowledge, ideas and concepts bound within the tyranny of external authority and domination by adult society.

One's function to serve as either a "force of nature" (a "spring") or an "instrument of society" (a "damper") simply reveals one's own cosmic role in the unfolding creation of Dr. Montessori's vision of a "new education."

Children engaged in practical life activity at the Kiddie Haven Creative Center —Kenmore, New York

Montessori "Method"

Cont'd. from Page 1, Col. 3

approach to the child. The common conception of "Montessori education" as that which is approved, recognized or certified as such by a "Montessori" organization or other self-professed authority or "expert" reflects a significant current form of oppressive prejudice to which the true Montessori "Method" is clearly opposed.

The "Method" Itself

In truth, the Montessori "Method" expresses an intangible inner commitment to certain absolute principles, the source of which lies completely within oneself. The realization of such an inner commitment with children creates a psychic condition within which the "normalized" child is compelled to emerge.

The "proof" of the true Montessori "Method" lies not in the presumed wisdom of some "Montessori" body or a particular brand of certification. Rather, one's own experience of the "normalized" child provides the conclusive "proof" of the true Montessori "Method" - a proof which readily speaks for itself.

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Two Kingdoms

"The adult is master in one area, but the child is master in the other, and the two depend upon each other. Both child and adult are kings, but they are rulers of different realms."

Maria Montessori
from **Secret of Childhood**, *p. 195*

Dr. Montessori's approach to the child recognizes the existence of two separate "kingdoms" within which the adult and child each function as completely distinct and sovereign rulers. Adult conflict with the child, such as the common "power struggle" situation, generally arises from a lack of awareness of one's proper realm of authority and control with regard to these two kingdoms.

The adult's "kingdom" is the environment. Within such domain, the adult is able to function as absolute ruler. By contrast, the child's "kingdom" is itself. The true ruler of the child's kingdom is found in the child's own creative being.

The adult is truly "all-powerful" in the child's environment but without any true power concerning the child itself. No environmental influence of control, manipulation or imposition can ever create the child. Dr. Montessori states clearly that "The environment is certainly secondary in the phenomena of life. . . . The source of growth lies within." (*Discovery of the Child*, p. 61)

When the adult seeks to assert dominion over the child itself, conflict, destruction and failure ultimately result. Likewise, when the child seeks to dominate its environment, e.g., abusing physical objects,

Cont'd. on Page 3, Col. 1

Impatience

He who is impatient cannot appraise things properly. . . . He reckons time solely by his own activity. . . . what impresses him as a loss of time is a tension of the nerves, a moment of self control, an interval of waiting without an immediate result.

Maria Montessori
from **Spontaneous Activity in Education**, *P. 132*

Child working with color tablets at the Colesville Montessori School in Silver Spring, Maryland.

Waivers in Tennessee

On April 13, 1984, Governor Alexander of the state of Tennessee signed into law a bill to provide Montessori schools in the state with an opportunity to avoid the harsh effects of rigid regulations which would otherwise apply with regard to the operation of such schools. Specifically, the new law would authorize the Department of Human Services to grant waivers of certain day care requirements to Montessori schools under certain circumstances.

In general, the legislation applies to schools accredited by a "Montessori organization . . . which follows criteria for evaluation, accreditation and uniform practice that include group size, child/staff ratio, environment, materials, class activities and philosophy."

IMS Montessori school members in Tennessee are invited to inquire further as to means to benefit from this recent legislation. Contact: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

Montessori in Maryland

The Colesville Montessori School, located in Silver Spring, Maryland, was founded in 1978. **Martha Ann Thomas**, founder of this IMS member school, has served as its director and primary teacher since its beginning.

The school's program includes both full and half day sessions for children ages 2½-6½. An extended day session for older children allows for daily afternoon activity focusing on such areas as language arts and math. A day care program in the early morning and late afternoon enables the school to offer a complete daily supervision of children from 7:00 am until 6:00 pm.

Special program features of this school include music and a special introduction to foreign languages. Every Friday, a school staff member from Brazil conducts a session which focuses on Spanish and Portuguese. Further awareness of these foreign languages is incorporated into the regular daily sessions since one of the children at the school is also from Brazil.

Music is a prominent aspect of the Colesville Montessori School since Ms. Thomas herself plays the piano and regularly provides various musical activities for the children. In addition, parents who play such instruments as the guitar and auto-harp regularly participate with the children at the school.

Each year, during the week of Thanksgiving, the school provides an open house for parents and others in the Silver Spring area. A pot luck dinner during this time permits the parents to become personally acquainted with each other and the school staff. In addition, the children perform a special program for parents and others in the community.

For further information, contact: Martha Ann Thomas, Colesville Montessori School, 13100 Andrew Dr., Silver Spring, MD 20904 (301) 236-9622.

The Normal Child

. . . the normal child is one who is precociously intelligent, who has learned to overcome himself and to live in peace, and who prefers a disciplined task to futile idleness.

from **Secret of Childhood**, *p. 148*

Perfection

> *"The teacher who sets out with the idea that she is perfect . . . is not a good teacher . . . If we seek perfection, we must pay attention to our defects . . . and recognize their existence as something unavoidable throughout life."*
>
> **Maria Montessori**
> *from* **Absorbent Mind,** *p. 246-247*

Self-delusion as to one's own flawless "perfection" concerning the child commonly deters the effective application of Montessori principles. The adult who approaches the child from such a false view of oneself is generally unable to recognize or correct those inner failings which prevent the creation of a completely effective Montessori environment. Dr. Montessori teaches that recognizing one's own errors is a necessary aspect of following her approach to the child: that perfection without error is a complete illusion.

Illusion of Perfection

> *". . . we imagine we are always following life's highway towards perfection. The truth is we make mistake after mistake . . . we live in a state of illusion shut off from reality."*
>
> **Maria Montessori**
> *from* **Absorbent Mind,** *p. 246*

The adult dominated by an illusion of one's own "perfection" tends to view mistakes and errors as an occasion for justification and self-righteous judgment of others rather than as an opportunity for correction and true self-examination. Such an illusion of perfection, built up unconsciously from one's own personality formation in early childhood, is itself deeply hidden by a complex camouflage of social conventions and pride.

Mask of Perfection

> *"We hide our defects under the guise of noble and impelling duties . . . When we are criticized for our faults, we find it easy to excuse them . . . in reality, we are . . . concealing them under the mask of what we call 'beauty,' 'necessity,' 'the common good.'"*
>
> **Maria Montessori**
> *from* **Secret of Childhood,** *p. 151*

The illusion of one's perfection concerning the child is generally so ingrained into the personality and so widely accepted in society that its existence is rarely even considered as such. Mistakes and unconscious inner failings defy discovery and correction through truthful self-examination since "we do not so easily accept the humiliation of being corrected by others. We would rather make a mistake than admit it." (*Secret of Childhood, p. 150*) A mask of perfection descends over the adult who thus proceeds to assert a god-like sovereignty and responsibility over the child during its critical early years of development.

Adult "Responsibility"

> *"Woe to us, when we believe ourselves responsible for matters that do not concern us, and delude ourselves with the idea that we are perfecting things that will perfect themselves quite independently of us! . . . the profound question arises: what, then, is our true mission and our true responsibility?"*
>
> **Maria Montessori**
> *from* **Spontaneous Activity in Education,** p. 6

The adult's common presumption of god-like creative power over the child reflects an inflated sense of "responsibility" which urges unconscious reactive behavior generally recognized as "teaching" and "helping." The adult's impatient struggle to correct and suppress the child's various errors and misbehavior thus takes precedence over one's true mission to humbly serve the child's emerging true nature.

The Adult's True Role

> *"A child slowly perfects his activities. An adult can assist in shaping the environment but it is the child that perfects his own being."*
>
> **Maria Montessori**
> *from* **Secret of Childhood,** *p. 195*

The adult's true role in the perfection of the child is limited essentially to supporting the child's environment. *The child perfects its own being.* Effective adult functioning in this regard is thus provided around the child, such as by preparing physical objects which incorporate the quality of "control of error."

Control of Error

> *". . . we come to a scientific principle which is also a path to perfection. We call it 'control of error' . . . If this principle is realized then it does not matter whether teachers and mothers are perfect or not."*
>
> **Maria Montessori**
> *from* **Absorbent Mind,** *p. 248*

The child's environment can provide a valuable support for the child's process of self-perfection through its "control of error," i.e., means to enable the child to determine and correct its own errors free of opinion, judgment or correction from the adult. Such "control of error" is found in the precision, order, arrangement and simplicity of physical objects which enable the child to discover and correct its own mistakes through interaction with such objects.

Likewise, Montessori principles serve as a "control of error" for the adult to guide one's effective functioning with the child.

Cont'd. on Page 3, Col. 2

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Lee Havis, Executive Director

The Montessori Observer is mailed eight times each year to IMS members throughout the world. The Observer is sent during the following months: Jan., Feb., March, April, May, Sept., Oct. and Nov. The purpose of this publication is to [illegible] about the development of Montessori education, to extend awareness of Montessori principles and [illegible] within the Montessori community.

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Two Kingdoms

Cont'd. from Page 1, Col. 1

the adult is readily able to resolve and remove such influences through direct control of the environment. Indeed, the entire essence of effective management of misbehavior according to Montessori principls amounts to: *"Control the Environment, Not the Child."*

Nature calls on the adult to assert its rightful and complete authority over the child's environment to provide the psychological, intellectual and physical nourishment needed by the child according to the Montessori principle, *"Preparation of the Environment."* Similarly, nature requires a complete *"Individual Liberty"* for the child within the "prepared" environment to enable a full creative expression of its own true nature.

The adult and child function together harmonious when the rightful rulers of the two separate kingdoms are recognized and respected. One's awareness of these two distinct, yet interdependent, realms of activity is vital to realizing true joy, satisfaction and power in the adult-child relationship.

Perfection

Cont'd. from Page 2, Col. 2,

Self-Perfection

> *"We can conquer our evil tendencies by repressing the outward manifestations."*
>
> **Maria Montessori**
> *from* **Secret of Childhod**, *p. 150*

The adult's perfection and mastery of Montessori education is primarily realized through one's awareness and conscious restraint of outward behavior inconsistent with the three fundamental Montessori principles: (1) "Observation", (2) "Individual Liberty", and (3) "Preparation of the Environment." These principles provide a genuine "control of error" which enable one to correct mistakes and defects as they arise in relation to the child. The appearance of the child's true "normalized" nature ultimately reveals that experience of progress which is inherent in one's process of self-perfection.

Perfection as Progress

> *"Adults, like children, seem to differ mainly in their defects, but hidden within their hearts there is something deep, common to all a continuous tendency to progress."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 209*

True perfection is a process which expresses a spontaneous tendency in all towards "the progress of mankind" *(Absorbent Mind, p. 213)*. Such a universal tendency towards progress follows the necessary path of correcting errors which ultimately serves to create harmony throughout mankind. Dr. Montessori stated that "Errors divide men, but their correction is a means of union" *(Absorbent Mind, p. 250)*. In Montessori education, the correction of errors is particularly vital since the ultimate purpose of such correction is the perfection of man himself.

The Child's Perfection

> *"The qualities to be encouraged are those found in the creative period, and if at that time they have no chance to establish themselves, they will not appear later."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 215*

Dr. Montessori's life and work since 1907 has clearly shown that the true perfection of mankind can only be based on the normalization of the young child during its formative period. Such "normalization" is the vital means by which all mankind can become truly free from the domination of those defects and failings which have historically opposed a natural expression

Cont'd. on Page 4, Col. 2

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Montessori Teachers: Exciting challenge for certified Montessori Director. New Montessori school in Greater SW Houston is seeking a talented individual to develop a new school. Competitive compensation package. Qualified applicant send resume and salary history to: Carol Clements, 3507 Glen Lakes Ln., Missouri City, TX 77459.

Montessori Teachers: (3-6), (6-10), fill time and receive benefits. Salaries are negotiable. School founded in 1980 and includes programs from Toddler through Elementary with over 80 students enrolled and still expanding. Located in suburban Bel Air, 15 miles from Baltimore and 2 hours from Washington and Philadelphia. Contact: Claire J. Salkowski, Free State Montessori School, 224 N. Main St., Bel Air, MD 21014 (301) 836-9044.

Montessori Directress: (2½-6). Fill time. Fall '84. School located in rural New England, 1 mile from Dartmouth College in Hanover, NH. Job includes directing a morning program with 25 children and afternoon program with approximately 12 children. Someone with warmth and ability to establish positive relationships with parents and children desired. Applicant should have experience and training. Salary: $14,000. Contact: The Montessori School of the Upper Valley, Box 368, Norwich, VT 05055. (802) 649-2827.

Montessori Teacher: (6-9). Position available. Contact: Santa Cruz Montessori School, 6230 Soquel Dr., Aptos, CA 95003. (408) 476-1646.

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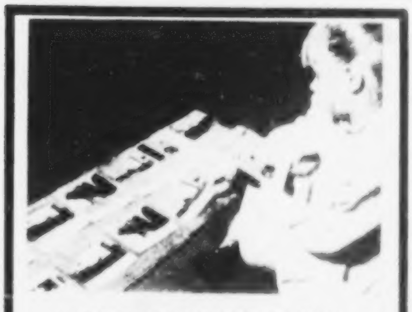

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Discouragement

> *"There is nothing more harmful than discouragement just when new formations are being made. If the child is not yet master of his own will, so much the less can he obey the will of someone else."*
>
> Maria Montessori
> *from* **Absorbent Mind**, *p. 259*

Perfection

Cont'd from Page 3, Col. 2

of true perfection. Even "imperfect" adults can effectively participate in the true perfection of mankind by one's committed application of Montessori principles with children.

The Center of Perfection

> *"The great task of education must be to serve and preserve a normality which, of its own nature, gravitates towards the center of perfection."*
>
> Maria Montessori
> *from* **Absorbent Mind**, *p. 259*

The adult who follows the path committed to Montessori principles functions as a force of nature to enable the emergence of the child's self-perfecting true nature. The "normalized" child thus reveals that inner natural tendency in all to gravitate towards a perfection of character and spirit which serves to guide and direct the true perfection of all mankind.

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Book Review

Montessori on a Limited Budget

by ***Elvira Farrow and Carol Hill***

Pub: ***Education Systems Publisher, 1984***

Elvira Farrow and **Carol Hill** have compiled in this 300-page manual an abundance of practical ideas and directions for making and using many Montessori materials. The emphasis throughout is on "keeping costs low and quality high."

An extensive bibliography, theoretical commentary and 21 pages of patterns extend further the value of this detailed reference guide to making and using Montessori materials. All parents as well as teachers, from toddler stage to the early elementary grades, should find this book an excellent reference guide as well as a step-by-step direction in the making of those materials commonly associated with the work of Dr. Montessori.

"Montessori on a Limited Budget" will now be available from IMS for $19.50 plus postage and handling. 20% discount for IMS members. Write for a copy of the most recent "*Montessori News*" which contains a complete order form and information.

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(Listing IMS school and individual members)

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Spirit

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Children working at the Montessori School of Elkhart (Elkhart, Indiana)

Montessori in Elkhart, Indiana

The Montessori School of Elkhart, Indiana (Elkhart, Indiana) offers full and half-day Montessori programs for children from birth to age six. This IMS member school is directed by **Sally A. LaRocca** and serves an enrollment of about 150 children.

Special features of the Elkhart School include parent education and a summer Montessori program. Ms. LaRocca also expresses a particular interest in "enrichment ideas" for the afternoon portion of her all-day program from 3-6 pm.

For further information and communication, contact Sally A. LaRocca, Montessori School of Elkhart, 416 E. Crawford St., Elkhart, Indiana. Tel. (219) 264-3037.

IMS Certification Recognized in Georgia, Indiana and Kansas

Certification of completion of the International Montessori Society independent study course has recently been accepted for purposes of meeting certain staff training requirements in the day care licensing regulations of the states of Georgia, Indiana and Kansas (U.S.A.). This recognition of IMS training certification for Montessori teaching means that graduates of its basic independent study course may apply such educational coursework towards meeting the required academic qualifications to teach in Montessori schools in those states.

Other states have already either recognized IMS teacher certification or are in the process of offering their formal approval. Such recognition is somewhat complicated by the fact that staff training requirements for Montessori schools vary considerably from one state to another — ranging from virtually no training requirements whatsoever in some states to a substantial college level academic background in others. Some states offer waivers and exceptions on an individual basis, depending on such factors as experience and related educational background.

The International Montessori Society considers its communication with government day care licensing agencies as a most vital facet in its continuing effort to assure the creation and effective operation of authentic Montessori educaitonal programs. Recognition of the IMS independent study course by state day care licensing agencies is an important step in asserting the distinctive nature of preparation for Montessori teaching so that the hiring and employment of truly qualified Montessori teachrs will not be unduly impeded by pertinent government licensing requirements.

The New Teacher

> *". . . the new teacher . . . should generate in her consciousness a conception of life capable of transforming her . . . She should become a providential 'force'."*
>
> Maria Montessori
>
> *from* Spontaneous Activity in Education, *p. 139-140*

Sylvia Solis

. . . An Inspiring Spirit

The recent death of Sylvia Solis, graduate of the 1982-83 IMS/Santa Rosa Montessori Teacher Training Program, calls to mind how fleeting and precious is the opportunity to live as a human being. She died very suddenly in Spring, 1984, at the young age of only 39 years, leaving a husband and family of several young children. At the time of her death, Sylvia was pursuing her goal of Montessori teaching by conducting a progam in her home for young children in the Rohnert Park, California area.

Sylvia Solis grew up in the Philippines as a child where she experienced many of the common oppressive, detrimental social conditions typically imposed on children in that culture. In the IMS/Santa Rosa course, Sylvia challenged those detrimental conditions still in her personality from childhood with a noteworthy determination, humility, patience and courage.

Sylvia's progress during the course was most evident in her growing ability to restrain detrimental personality expressions with children; i.e., to "control the environment, not the child." As she became aware of deeply embedded detrimental attitudes within herself, such as "children are weak,"

Cont'd. on Page 3, Col. 3

Spirit

by Lee Havis

> *". . . the spirit also has its nature, and it is the life of the spirit that should dominate human existence at every stage."*
>
> **Maria Montessori**
> *from* **Discovery of the Child**, *p. 320*

Montessori education recognizes the "spirit" as integral and foremost in its uniquely creative purpose of freeing the child from all forms of adult tyranny. By contrast, traditional education virtually disregards spiritual development, limiting its efforts to the child's outward physical well-being and intellectual development. Dr. Montessori viewed the child's "spirit"—that inner potential from which emerges all of life's visible expressions—as a vital reality upon which all other forms of human existence must invariably depend.

The Child's Spirit

> *". . . the child's psychic life is independent of, precedes and vitalizes every exterior activity."*
>
> Maria Montessori
> *from* Secret of Childhood, *p. [illegible]*

Prior to birth and even before the moment of conception (when biological potentialities are initially determined), the child's spirit is mysteriously present in the love and union of the child's parents. Emanating from this ultimate creative force of the universe, the child's inner psychic life mysteriously emerges to guide the destiny of all external manifestations, whether physical or intellectual.

From birth to about six years of age, the child's fragile spirit is nurtured and supported within the child by its surrounding environment. The child is thus a sort of "spiritual embryo" during this early formative period of childhood—an unknown and intangible being which only emerges as a formed personality after about the age of six.

The "Spiritual Embryo"

> *"The plan of creation itself . . . is a kind of awakening of potential powers. These will have the task of directing the huge creative work to be done by the child, by this 'spiritual embryo.'"*
>
> Maria Montessori
> *from* Absorbent Mind, *p. [illegible]*

The young child's psychic life and character develop spontaneously within the child much as the physical body developed earlier within the mother's womb. Nurturing this "spiritual embryo" are those responsible parents and teachers who, by their presence in the child's environment, represent a critical psychic stimulus for the development of the child's delicate embryonic spirit.

The Adult Spirit

> *"We are the 'stimuli' by which their feelings . . . should be exercised. . . . For the intellect, we have the natural objects (color, forms, etc.) but for the spirit, the objects are ourselves."*
>
> Maria Montessori
> *from* Absorbent Mind, *p. 227*

The adult oneself provides the most critical stimulus to the young child's growing spirit. The adult's patient, calm and friendly engagement with the child lends the type of supportive presence around the child which enables its spirit to freely manifest itself in the world. Effective Montessori teacher training must therefore provide a deep and probing spiritual preparation within the adult to deter those unconscious expressions of detrimental reactive and manipulative tendencies which are commonly imposed on children in the ordinary course of events.

Spiritual Preparation

> *"The real preparation for education is a study of oneself. The training of the teacher is something far more than a learning of ideas. It includes the training of character; it is a preparation of the spirit."*
>
> Maria Montessori
> *from* Absorbent Mind, *p. [illegible]*

The adult's effective inner preparation for Montessori teaching is to examine one's own personality to discover those unconscious inner errors and prejudices which deter a respect for the child as an "unknown entity." Such a challenging, precise spiritual preparation must necessarily involve a considerable courage, humility and creative imagination.

Imagination

> *"The teacher . . . must free herself from all preconceived ideas concerning the levels at which the children may be. . . . In her imagination she sees that single normalized type which lives in the world of the spirit."*
>
> Maria Montessori
> *from* Absorbent Mind, *p. [illegible]*

An initial challenge in Montessori teaching is to imagine the child's true "normalized" being—the material presence of the child's true spirit of complete love, peace and harmony—growing within a superficial outward appearance to the contrary. Such creative imagination must necessarily start from contact with a reality from which the "normalized" child can be truly realized, i.e., one's own complete inner commitment to the three fundamental guiding principles of Montessori education: (1) "Observation," (2) "Individual Liberty," and (3) "Preparation of the Environment." Lacking awareness of this reality within oneself, the "normalized" child remains essentially as a speculative fantasy only within one's mind.

Cont'd. on Page 3, Col. 2

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October Observer

featuring

Concentration

The Montessori Observer

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Silver Spring, MD 2091[illegible]
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Lee Havis, Executive Director

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Book Review

Mommy, It's a Renoir!

by Aline Wolf

Pub Parent Child Press, 1984

"***Mommy, It's a Renoir!***" provides a practical guide for parents and teachers to help children "develop a simple familiarity with reproductions of fine paintings."

This professionally illustrated, 96-page introduction to art appreciation and history includes specific instruction to prepare and present postcard-size reproductions to children in a graduated series of eight steps. The children's exercise throughout is to match, pair, group, sort and otherwise sensorially manipulate and distinguish such reproductions.

Children as young as three can benefit from the simple sensorial experience of distinguishing similarities and differences among the reproductions. The more advanced series are primarily for children over six and includes suggestions for use of time lines upon which the various schools of art can be historically located.

Aline Wolf, author and publisher of many other useful materials pertinent to Montessori education, properly emphasizes in this latest publication the idea of following the child's own spontaneous interest in presenting the various materials—rather than conforming to the pre-arranged order indicated in the book. She states that "It is not a formal course with lesson plans, deadlines and tests."

Knowledgeable Montessori teachers will readily appreciate the considerable preparation and precision with which the materials and format have been developed. Such teachers should readily be able to benefit from having such excellent cultural materials for use by children in their environment.

Ms. Wolf also offers pre-arranged sets of art postcards for use in the various steps of the presentation series. These sets, as well as the book itself, can be ordered from Parent-Child Press, Altoona, Pennsylvania. Retail price: $12.50. Postcards are available at additional cost.

Spirit

Cont'd. from Page 2, Col. 2

The Spiritual Battle

> *When man loses himself in mere speculation, his environment will remain unchanged. But when imagination starts from contact with reality, thought begins to construct works by means of which the external world becomes transformed.*
>
> Maria Montessori
> from *Spontaneous Activity in Edu.* p. 241

The adult's spiritual battle is to become aware of the reality of one's complete inner commitment to the three fundamental Montessori principles as contrasted with attachment to a "reality" built upon the false notion of the "child" as conventionally viewed in society. Lacking contact with one's inner reality of complete commitment to Montessori principles, the vision of the "normalized" child amounts to an uncertain fantasy—"mere speculation." Conquest in this inner spiritual battle lies in becoming conscious of one's inner commitment to Montessori principles, i.e., the reality of a "Montessori education" which is created completely within oneself.

Conquest of Consciousness

> *All spiritual development is a conquest of consciousness which assumes to itself something that was formerly outside. It is by going along this road of discovery that civilization advances.*
>
> Maria Montessori
> from *Secret of Childhood*, p. [illegible]

To realize that which brings forth the "normalized" child as a reality completely within oneself is the ultimate spiritual conquest upon which the creation of Dr. Montessori's "new education" in society fundamentally depends. Such a conquest must invariably challenge and overcome the many common misconceptions and distortions of Dr. Montessori's work which essentially view "Montessori education" as something outside of oneself, e.g., certification from a certain "approved" course of study; affiliation with a certain presumed "official" organization; a predetermined curriculum or technology in the use of materials; a vague, complete or limited assortment of concepts and ideas, etc.

The ultimate spiritual conquest in Montessori education is most evident in the appearance of the "normalized" child in society—a materialized spirit of complete love, peace and harmony perfecting the character of mankind throughout the entire world.

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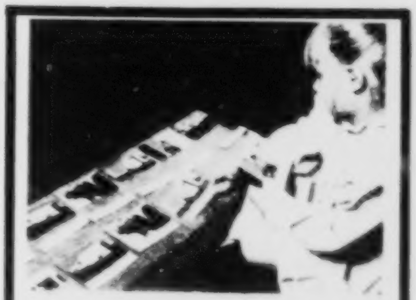

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Sylvia Solis

Cont'd. from Page 1, Col. 3

Sylvia learned to restrain outward dependency "helping" behavior with children. She stated that "I've seen how the children changed from expecting me to help them to one where they help themselves or their peers. How *wonderful* to see this progression of theirs towards independence."

Sylvia's participation and work in the IMS course was a magnificent contribution to the progress of Montessori education, constantly extending her being beyond the limiting boundaries of her past to boldly serve as a "force of nature" on behalf of the emergence of the "normalized" child in society. Steadfastly dependable and unrestrained in generosity towards others, she fulfilled every possible opportunity in the course with a characteristic warmth, energy and enthusiasm.

The memory of Sylvia Solis lives on as a vivid encouragement and inspiration for those with whom she was so closely related and associated in purpose in the 1982-83 IMS/Santa Rosa course. Her early death, after such a complete and extensive preparation for Montessori teaching, reminds one of the urgency there is to express one's complete commitment to Montessori principles with children while there is still time to bring forth the reality of Dr. Montessori's vision of a "new education" in the world. Such commitment and vision was very evident in the life of Sylvia Solis—a truly inspiring spirit.

Vol. V, No. 6
September 1984

Spirit

Address correction requested

IMS
The Montessori
OBSERVER
912 Thayer Ave., Silver Spring, MD 20910

LETTERS TO IMS

June 12, 1984

Dear Mr. Havis:

We are delighted with your crusade to return to the pristine Montessori concepts. We agree with you that the Montessori institutions have neglected the ultimate goals of Maria Montessori that being the normalization of the child. We would like to be part of your association.

Having read your literature we feel a kinship with your fervor.

Your Sincerely,

George R. Wiry
Shalis T. Wiry
Baytown, Texas

June 8, 1984

To IMS:

I anticipate the setting up of a Montessori environment in my area, and to be a thoroughly effective teacher I need your communication. I very much appreciate your approach to the 2-6 year old child with principles of "OBSERVATION", "INDIVIDUAL LIBERTY" and "PREPARATION OF THE ENVIRONMENT".

Candace E. Sheehan
Soldotna, Alaska

July 14, 1984

Dear Mr. Havis:

Thank you for sending the OBSERVER to my new address in California. We all enjoy reading it. We are all dedicated to the Principles of (the) Montessori system of education and are constantly working to spread its goals and purposes. We are also striving to educate the public to distinguish between a good Montessori school and a so-called Montessori school and others who are Montessori only in name.

Respectfully,

Rev. Francis Dos Remedios
Fremont, California

New Montessori Center in New York

Child engaged in practical life activity at The Children's Montessori Center in Stony Brook, New York.

The Children's Montessori Center in Stony Brook, New York was established by **Kathrina Finkmann** in January, 1984. Ms. Finkman brings to this new enterprise a considerable background preparation including six years of teaching experience.

This new IMS member school is located a few miles from the New York State University and Medical Center at Stony Brook (the north shore of Long Island) and is conducted in space rented in a church building in the heart of town. The facilities include three acres of outdoor space and is only a short walk to the village duck pond.

The Children's Center serves a capacity enrollment of fifty (50) children from 1½ to 6 years of age and is the only Montessori full day child care facility in the area. The school is open on a daily basis from 7:30 am to 6:30 pm and includes a program in art, music, and dance for the children. A summer Montessori program is also provided.

For further information, contact Katharina Finkmann, The Children's Montessori Center, Ltd., Mill Pond Rd., Stony Brook, New York, 11790. Tel.: (516) 689-8886.

IMS Membership Directory

Listing IMS school and individual members

New Spring, 1984 Issue

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REMINDER

To make sure that you keep receiving your Montessori Observer newsletter, please renew your membership subscription promptly. The expiration date of your membership should be clearly visible on the mailing label.

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Montessori Directress or: (3-6). Full day and/or half day. Well-established school, 45 minutes west of Chicago. Salary open, commensurate with experience. Contact: Montessori Learning Center, 595 South River St., Batavia, IL 60510. Director, Arthur J. Basler. Tel. (312) 879-2586.

Vol. V, No. 7

The Montessori

OBSERVER

Concentration

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The Society . . . First Five Years

The International Montessori Society, founded by **Lee Havis** in 1979, has now completed its first five years of creating Dr. Montessori's vision of a "new education." This initial period of growth has seen the Society beginning as a mere idea to emerge as that which is now present in the world as a strong, visible support on behalf of the "normalized" child.

The Society finds its origin in October 1979 when Lee Havis discovered the "completion" of "Montessori education." Havis experienced this unexpected discovery as a conscious awareness of the existence of all that is needed to fully realize the "normalized" child. Such "completion" was seen to be an inner reality of complete commitment to three fundamental underlying principles: (1) "observation," (2) "individual liberty," and (3) "preparation of the environment." Realizing his ability to effectively communciate such an amazing reality to others, Havis resigned from his prior position as administrator of the National Center for Montessori Education and created the present entity known as the "International Montessori Society" under his own individual and complete responsibility.

Havis's discovery of "completion" in 1979 emerged while watching a student teacher struggle to control a child engaged in abuse of a physical object in a Montessori classroom. Havis states that "I suddenly realized that *Individual Liberty* and*Preparation of the Environment* were completely compatible with each other . . . that the environment could be effectively prepared while at the same time respecting the child's complete individual liberty. I saw that the abused physical object could be controlled directly rather than by restraining the child's hand in such circumstances." The idea of "control the environment, not the child" thus became an important aspect of the Society's work in the training of Montessori teachers.

Since 1979, the Society has gradually grown to include a wide ranging association of some 600 individual and school members throughout the world. Graduates of the Society's unique teacher training programs are now creating the "new education" in their own environments in various locations throughout the United States.

In 1984, the Society's independent study course was finally revised and expanded to enable its function as a complete "inner preparation" for Montessori teaching. Graduates of this 22-lesson course will now receive full certification upon its completion to acknowledge their mastery of Montessori education.

The Society continues its creative purpose now building on the considerable foundation laid during the first five years of its existence. The underlying commitment to the three "Montessori" principles continues to generate the Society's expansive challenge to all forms of adult tyranny and oppression over the child. The Society's essential work of freeing the child from such adult tyranny—i.e., creating the "new education"—is gradually emerging in the world as a genuine visible reality to complete and confirm Dr. Montessori's own original vision of the "normalized" child in Rome, Italy in 1907.

Court Hearing Set for Society

On November 9, 1984, U.S. Federal Court Magistrate **Frederic Smalkin** is scheduled to hear the Society's claim for a court order to enable the operation of Montessori teacher training in Maryland. The November 9th hearing in Baltimore, Maryland, will consider the Society's claim for an injunction to prevent Maryland education agencies from further censorship and regulatory obstruction to the Society's efforts on behalf of Montessori education in that state.

Since its original complaint was filed in September, 1981, the Society has claimed that Maryland's statutory regulation and control of private education is an unconstitutional denial of fundamental freedom of expression and communication as protected by the U.S. constitution. The November 9th hearing intends to address the essential underlying questions in the case and whether or not injunctive relief against the Maryland state education boards is proper.

The court has thus far identified two basic questions for resolution: (1) whether

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Children working on United States map puzzle at the AB Daycare and Montessori School (Burnsville, Minnesota)

Montessori in Minnesota

AB Day Care and Montessori, Inc. is a Montessori school member which began operation in 1979. Directed by **Dianna Ruona,** this Montessori school is open all year round from 6:30 a.m. to 6:00 p.m. Monday through Friday.

The school is located in a church in a large wooded area and has a large outdoor recreational area. Indoor space includes the use of two large rooms. Ms. Ruona states that "we are a small school and we feel we have a close relationship between child, teacher and parent."

The AB Day Care school program features music, art and exercise within a three hour session each day in the morning and afternoon. For further infromation, contact: Dianna Ruona, AB Day Care and Montessori, Inc., 13408 Upton Ave. So., Burnsville, Minnesota 55337 Tel. (612) 894-1040.

The Scientist

> *"The scientist is not the clever manipulator of instruments, he is the worshipper of nature . . . the thing we should cultivate in our teachers is more the spirit than the mechanical skill of the scientist . . . the direction of the preparation should be towards the spirit rather than towards the mechanisms."*
>
> **Maria Montessori**
> *from* **Montessori Method,** *p. 8-9*

Concentration

by Lee Havis

> *"The child who concentrates is extremely happy; he ignores his neighbors or the visitors circulating about him . . . he detaches himself from the world in order to attain the power to unite himself with it."*
>
> Maria Montessori
> *from* **Absorbent Mind** *p. 272*

"Concentration"—that mysterious experience of detachment from the ordinary flow of outer circumstances—is the origin and central focus of all creative activity. Such concentration is most notably central to that phenomenon which Dr. Montessori has termed "normalization," i.e., the fundamental integration of the young child's personality from which the child's true nature spontaneously expresses itself in complete harmony with its environment.

The Normalizing Phenomenon

> *"Normalization comes about through 'concentration' on a piece of work."*
>
> Maria Montessori
> *from* **Absorbent Mind** *p. [illegible]*

"Concentration" on some physical object of work is the consistent outward signal of "normalization" within the young child. This pivotal experience of personality integration completely resolves the child's former pattern of distraction, inattention, disobedience and disorder. All that precedes such a profound experience of concentration thus amounts to an elaborate prologue to new life as a truly "normalized" child.

The First Essential

> *"The first essential for the child's development is concentration . . . He must find out how to concentrate, and for this he needs things to concentrate upon."*
>
> Maria Montessori
> *from* **Absorbent Mind** *p. [illegible]*

Prior to "normalization," the Montessori teacher is primarily looking out to see "That one child or another will begin to concentrate. To this end she must devote her energies." (*Absorbent Mind*, p. 276). The type of deep concentration which signals the child's normalization is far more than a mere "occupation" or some "proper use" of apparatus. Rather, full concentration in the Montessori environment is completely uninterrupted by outer circumstances, an experience of working alone with some piece of work which may very well involve many repetitions of the same simple hand movements over a very long period of time.

Naturally, such a deep level of concentration does not immediately occur in the Montessori environment and the teacher must patiently prepare the right conditions, e.g., by providing an assortment of well-ordered physical objects aimed to attract and capture the child's spontaneous interest and attention.

Attention

> *". . . internal activities act as cause; they do not react and exist as the effect of external factors. Our attention is not arrested on all things indifferently, but by those that are congenial to our tastes."*
>
> Maria Montessori
> *from* **Spontaneous Activity in Educ.** *p. [illegible]*

It is worth recognizing that external factors such as a "motivating" teacher with a pleasant personality or specific physical objects traditionally associated with Montessori education are not the true cause or origin of the child's interest or attention. On the contrary, the source of "attention" which leads to complete concentration lies entirely within the child itself as the mysterious urgings of its own inherent creative being. The teacher may only serve constructively in this regard to respond in harmony and sensitivity with those inner urgings within the child by providing purposeful objects and opportunities for their concentrated use. Such a modest adult role calls for one's own inner preparation which is similar to that preparation within the child which leads to "normalization."

Adult Concentration

> *[illegible]*
>
> Maria Montessori
> *from* **Absorbent Mind** *p. [illegible]*

Preparation for Montessori teaching begins essentially with a profound "detachment" from the outer circumstances of distraction and demands which typically surround oneself in the ordinary social setting. Without such preparation, the adult generally tends to "teach" and otherwise interrupt the child on behalf of the presumed priorities of adult society.

Interruption

> *"When the child begins to show interest . . . the teacher must not interrupt . . . The great principle which brings success to the teacher is this: as soon as concentration has begun, act as if the child does not exist."*
>
> Maria Montessori
> *from* **Absorbent Mind** *p. 279-280*

Adults dominated by their own "teaching" priorities readily fail to recognize the child's own inner priority for long periods of concentration without adult interruption. To correct one's harmful impulse to interrupt the child at the critical moment of concentration, the adult must first experience concentration in a manner somewhat similar to that of the child.

Concentration—A Beginning

> *"One who would become a teacher according to our system must examine himself . . . this inner preparation will give the balance and poise he will need."*
>
> Maria Montessori
> *from* **Secret of Childhood**

To acquire the inner "balance and poise" so vital for effective Montessori teaching, it is first necessary to experience

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Court Hearing

Cont'd. from Page 1, Col. 3

academic content censorship was practiced by state education agencies in denying approval to the Society's program for training Montessori teachers and (2) the propriety of exempting religious non-public schools while other non-public schools remain fully subject to state regulation and control.

Lee Havis, the Society's executive director, will appear to offer argument and testimony at the November 9th hearing. The court must ultimately consider the question of individual freedom versus state control in the operation of private education. The resolution of such a fundamental issue may well impact on Montessori programs in other states where excessive government control of private education is likewise threatening the progress and development of authentic Montessori education.

The public is welcome to attend the November 9th hearing at the U.S. Federal Courthouse, Baltimore, Maryland, Courtroom B-2 at 10:00 a.m.

Look for the
November
Observer
featuring
Tyranny

The Montessori Observer

published by
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Lee Havis, Executive Director

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LETTERS TO IMS

Sept. 16, 1984

Dear Lee Havis:

I cannot agree more heartily that it is the ATTITUDE of the teacher that is of utmost importance, while the material being worked with of lesser importance in assisting the child. So many aides come in with sparkling eyes to get their hands on the materials, often not even looking to see if the child's attention is directed toward her presentation. Because they do not really understand the underlying principles, they quickly lose interest.

Sincerely,

Emma Johnson
Morgan Hill, California

Ed. Note: Contrary to popular trends and beliefs in education today, true Montessori teaching does not advocate the typical "hands on" approach to learning where the adult is concerned. Instead, effective Montessori teaching is decidedly a "hands off" approach to the child. It is the child's own work and activity with the materials which is foremost in Montessori education, not that of the adult.

Sept. 17, 1984

Dear Lee:

May I specially commend you on your article, [illegible] in September issue of the Montessori Observer. I was specially impressed by: "The adult's effective inner preparation for Montessori teaching is to examine one's own personality . . . ." I am in agreement with your comment about "distortions of Dr. Montessori's work which essentially view Montessori education as something outside of oneself . . . affiliation with a certain presumed official organization."

Sincerely,

Leo F. Lane, Jr.
Wynnewood, Pennsylvania

Dear Mr. Havis:

We especially like the newspaper that comes to us 3 or 4 times a year in sufficient quantity for all our parents. Content of this newspaper is excellent.

Marion Arand
Norcross, Georgia

Ed. Note: The "Newspaper" referred to here is the "Montessori News," which is sent in quantity free of charge to all Montessori school members of the Society. This free bulk shipment of the "Montessori News" is only one of the benefits which Montessori school members enjoy for an annual dues of only $45.00 (U.S.). Write the Society for application and membership criteria.

Sept. 15, 1984

To IMS:

I received your information about the International Montessori Society and your letter through the Department of Education, Beijing Normal University. . . . I am quite interested in your work and will be very happy to continue the communication and to receive publications on a regular basis, since I have read a few books written by Dr. Montessori . . . and will be very glad to know more about her principles.

Sincerely yours,

Lu Le Shan, M.A.
Associate Professor
Beijing Normal University
Beijing, China

Child working at Miss Lucy's Early Childhood Education Center (Houston, Texas)

The "Pygmalion Effect"

The "Pygmalion Effect"—that subconscious, intangible influence of the teacher's "beliefs" and "faith" concerning the student—has appeared in recent educational research to significantly determine performance on tests and other objectively measurable behavior in children. The teacher's mental outlook, attitude and expectations concerning the child seem to considerably influence the student to achieve either a superior or inferior performance.

Gertrude S. Lane, administrator of the Lane Montessori School in Wynnewood, Pennsylvania, sees this "Pygmalion Effect" as a fundamental confirmation of the basic premise in Montessori education to abstain from prejudicial assumptions and preconceived notions about the child to view the child instead as an "unknown entity." Ms. Lane states that "while we look to the child or method or techniques for improvement, it is not the nature of the child which should change, but ourselves—our own vision, belief in presumed limitations of the young child." She sees this "Pygmalion Effect" as the "basic key to revolutionary advances in the educational field. The mental environmental influence may have a reality and impact greater than you realize. The least important environment are the material things, furnishings, decorations . . . . Foremost, however, is belief and faith in the potential of the pupil by the Teacher or Aide."

Early Education in Houston, Texas

Miss Lucy's Early Childhood Education Center in Houston, Texas is a new Montessori school member of the Society. The center offers a variable full-day program of education and day-care for children from birth to age seven. **Berdine Randle,** the center's director, states that "we are very interested in the total Montessori program."

Mrs. Randle's early education center features art, music, dance and Spanish as a foreign language for the children. In addition, special attention is given to the use of computers to enhance awareness in the area of science and math.

For further information, contact: Berdine Randle, Miss Lucy's Early Childhood Education Center, 10620 Homestead Road, Houston, Texas 77016. Tel. (713) 631-1514.

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Vol. V, No. 7
October, 1984

Concentration

Address correction requested

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The Montessori
OBSERVER

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Junior Directress or: for a new class to be opened Sept. 1985. School is well established, [illegible] years, with three excellent primary classes and is expanding into the elementary grades. Salary negotiable, health benefits available. Send resume to: [illegible] Montessori School, [illegible] Mass. 01118

Concentration

Cont'd. from Page 2, Col. 2

concentration as a response to one's own inner urgings on behalf of the "normalized" child. Like the child, the adult experiences concentration as a critical beginning to all that is to follow. In Montessori education, such concentration most constructively begins with one's own attention and interest devoted to that inner reality which enables the emergence of the "normalized" child, i.e., a complete commitment to the three fundamental "Montessori" principles: (1) "observation," (2) "individual liberty," and (3) "preparation of the environment."

Deep concentration on this profound inner reality is thus a critical beginning to one's effective Montessori teaching which eventually reveals the truly "normalized" child.

IMS Membership Directory

Listing IMS school and individual members

Spring, 1984 Issue

Price - $5.00   Prepaid to IMS

Lynn Hartle Olszewski with children for music activity at the Montessori Children's House of Cookeville, Inc. (Cookeville, Tennessee)

Children's House in Cookeville, Tennessee

The Montessori Children's House in Cookeville, Tennessee is under the co-direction of **David** and **Lynn Olszewski** who also serve as instructors. This Montessori school member of the Society was opened in 1980 and provides both full-day and half-day sessions for children ages 2-6. The daily schedule extends from 7:30 a.m. to 5:30 p.m. daily.

David Olszewski is also owner of the Southeast Educational Materials Exchange which makes a considerable assortment of wooden didactic apparatus. Indeed, much of the wooden, cloth and paper materials in the school environment has been made by David and Lynn Olszewski.

Special program features of the Cookeville school include art, music and Montessori program during the summer months. Esperanto as a foreign language was begun at the school starting in Fall 1984.

For further information, contact: David and Lynn Olszewski, Montessori Children's House of Cookeville, Inc., 122 E. 12th, Cookeville, Tennessee 38501. Tel. (615) 528-5639.

REMINDER

To make sure that you keep receiving your Montessori Observer newsletter, please renew your membership subscription promptly. The expiration date of your membership should be clearly visible on the mailing label.

Vol. V, No. 8

November, 1984

IMS

The Montessori

OBSERVER

Tyranny

Published by the International Montessori Society • 912 Thayer Ave. • Silver Spring, Md. 20910 • Phone (301) 589-1127

California Recognizes IMS Independent Study Course

The California State Department of Social Services recently determined that the Society's 22-lesson independent study course is now accepted as fully qualifying individuals for teaching in Montessori schools in that state. In his letter of November 1, 1984, **Mr. Fred Miller,** Chief of the Central Operations Branch of the Department informed the Society that "students, upon completion of the course, would meet the licensing requirements for teachers in Montessori programs". Mr. Miller indicated that for licensing purposes, verification of completed coursework would be made by viewing the Society's certificate issued upon completion of the course.

Under California Day Care licensing regulations, Title 22, Section 31209, teachers in Montessori programs are required to possess an academic preparation consisting of "12 semester units or the equivalent in Early Childhood Education . . .". The Department's recognition of the Society's Independent Study Course as meeting such requirements is an important contribution to encourage further participation in the IMS course and thereby enhance the effectiveness and quality of Montessori educational programs in the state.

The IMS Independent Study Course is also recognized as meeting similar staff training requirements for Montessori teachers in other states. Since qualifications for teaching in Montessori schools vary widely among the different jurisdictions and often depend on individual circumstances, interested individuals and schools should contact the Society to inquire as to any specific situation and jurisdiction.

* * *

Advisory Committee Accredits IMS Course

On October 12, 1984, the accreditation advisory committee of the International Montessori Society met and approved for accreditation the Society's basic certification course for Montessori teaching. Such accreditation recognizes the 22-lesson Independent Study Course as fully meeting applicable Society standards in all areas of course operation, including administration, faculty, operating policies, finances and curriculum.

The advisory committee which conducted the review and approval of the course consisted of: **Dr. Jerry Duvall,** private economist, **Dr. John Garvey,** law professor at the Catholic University of America (Washington, D.C.) and **Dr. Richard Matteson,** faculty member of the Institute for Child Study at the University of Maryland (College Park, Maryland). Accreditation review involved the advisory committee's examination of a self-study report of the course and meeting on October 12, 1984 with **Lee Havis,** course director, to discuss the report in light of the Society's accreditation standards.

The Society's accreditation standards for Montessori training recognize such training as a life-long process of preparation beginning essentially with a deep and probing examination of one's self. The Independent Study Course, offering Montessori teacher certification to acknowledge one's complete mastery of Montessori teaching at the 2-6 age level, is thus the first course accredited in a series of "phases" which will be offered in the future as the need arises. Further phases in the Society's program of preparation for

Cont'd. on Page 3, Col. 3

Children engaged in piano keyboard work at the Kindermusik school (St. Louis Park, Minnesota)

Making Music in Minnesota

Kindermusik, Inc. is an IMS Montessori school member in St. Louis Park, Minnesota which features a unique musical approach to all learning in the environment. The school is conducted in the home of its director, **Hestia Abeyesekera,** and provides children aged 2-6 with a complete year round program of art, dance, foreign language instruction, as well as the customary subjects of reading and mathematics, all related with Hestia's musical approach she terms "Education Through Music" (ETM).

Hestia's ETM program creatively employs music in all phases of learning. "Music emerges whenever the need arises" states Hestia. "Music is a vehicle for total growth. Elements of music can encompass and challenge more of the senses simultaneously than any one academic subject . . . . Music opens a child's receptivity and enhances language awareness and refines all the other skills vital to reading readiness and mental development."

The rindermusik school includes piano and voice instruction for all children on a routine daily basis. Such instruction employs Hestia's original two-volume "Making of Music" series to introduce the piano

Cont'd. on Page 4, Col. 2

A Good Teacher

> *"In America . . . a good teacher meant one who had studied all the things that do not help the child, and was full of ideas which were opposed to the child's freedom . . . with teachers from the usual types of Training Colleges . . . prejudices are so deeply rooted that they are incurable"*
>
> **Maria Montessori**
> *from* **Education for a New World,** *p. 66-67*

Tyranny

> *"Tyranny defies discussion. It surrounds the individual with the impenetrable walls of recognized authority. Adults dominate children by virtue of a recognized natural right . . . Rather than disobey, a child must keep silent and adjust himself to everything."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p. 152*

Ordinarily, the child's life in society is subjected to many forms of repressive adult "tyranny"—i.e., the imposition of arbitrary adult authority and will over the child.

This adult tyranny over the child ultimately emanates not from social institutions such as schools and government, but rather from within the adult oneself - a result of one's own personality formation and warpage during early childhood. As an adult, one's inner tyranny becomes externalized as repressive institutions, relationships and associations with others in society. Such inner tyranny is then indirectly imposed on children from external institutions such as schools and government.

The source of all tyranny in society is thus found in the earliest repressions of a child's natural demands for nurturing from parents and teachers prior to the age of about six.

The Repressed Child

> *"A child cannot develop and expand as it should because an adult 'represses' it . . . ordinarily this would be first the mother, then his father and finally his teacher."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p. 13*

Dr. Montessori recognized the mother as the child's first "tyrant" imposing a regime of general disregard of the biological needs of the helpless and dependent infant; e.g., ignoring the infant's first natural cries for food and comfort justified by a belief that children should be fed or comforted only at certain times, or excused by the mother's own pressing "priority" demands for attention or approval from others. Ultimately, the "teacher" becomes the child's "tyrant" imposing a curriculum of subject matter, rules and social values which compel the child's absolute obedience to further the adult's absolute authority.

The "Dictator"

> *"The kind of education still in vogue condemns the teacher to be a dictator . . . teachers of the older school hold firmly to irrational rules and have little to guide them but illusion and prejudice."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 256*

The traditional teacher functions as a "dictator" to repress the child's true nature according to the priority demands of a preconceived value system and curriculum. Such dictatorship commonly employs subtle psychological means such as threats, peer pressure and approval/disapproval to compel obedience to the various superficial forms of "proper" behavior. Even the more notorious forms of domination and control over children are still quite frequently practiced—i.e., physical control, corporal punishment and other forms of violence.

Whether dominated by a government-prescribed curriculum in the public schools, by the economic priorities of a private school owner, or by one's own prideful opinion of what is "proper" behavior, the typical teacher generally represses the child, never questioning the harm inflicted by such tyranny.

Pride

> *"pride . . . is concealed under the guise of good . . . and developes into a kind of tyranny when confronted by the child's feeble attempts to express itself."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p. 150-152*

The common tyranny of parents and teachers is well-camouflaged as such by a pervasive presumption of "goodness" which generally colors all adult behavior with children. Teachers, believing themselves "fair" and "good", fail to recognize the child's disobedience to their authority as the expression of commitment to a higher authority which transcends human logic. The adult's own limited experience of freedom as a child tends to become reinforced and justified by conditions in "society"—i.e., that mysterious outer environment which seems to dictate the ultimate bounds for all human experience.

Tyranny of Society

> *"The master of all is a mysterious entity. The tyrant is all powerful, like a god. It is the environment that swallows up and crushes the man."*
>
> **Maria Montessori**
> *from* **The Formation of Man**, *p. 7*

The adult's illusion of one's own "freedom" in society appears in sharp contrast with the true reality of tyranny with which the little child is ordinarily compelled to contend. Habituated to compromise and subjugation in one's own life from early childhood, adults unconsciously perpetuate their own inner tyranny in the lives of the children for whom they are responsible. Parents and teachers routinely compel children to submit to many forms of tyranny; e.g., the irrational whims and caprice of one's employer, the presumed wisdom of repressive, inappropriate government regulations and requirements; adult authority which is clearly contrary to a child's full self-expression as a free and independent entity.

The denial of the existence of tyranny in society may be nowhere more evident than in those "democratic" societies which purport to manifest a true freedom for all.

Democracy

> *"Democracy, i.e., that the people may give their opinion as to how they are to be ruled—that they may cast their votes at elections. What irony! To choose one's rulers! But those who rule cannot free anybody from the chains which bind all."*
>
> **Maria Montessori**
> *from* **The Formation of Man**, *p. 17*

The recent national elections in the United States call to mind the wide-spread illusion of "freedom" and "independence" with which adults are generally dominated. Whatever individual or collective wisdom and knowledge the newly chosen "rulers" may have, their own misconceptions and prejudices about the child's true nature remain bound by the same repressive social conditions which bind all. Whatever protection society or government may provide for the physical well-being of the child, the child's spirit nonetheless remains repressed, disregarded and unknown.

To fully disengage from the mysterious tyrannical forces of adult society, the individual must ultimately examine oneself to discover and resolve one's own inner complicity with tyranny in society.

Cont'd. on Page 3, Col. 2

Look for the
January
Observer
featuring
Order

The Montessori Observer

published by
INTERNATIONAL MONTESSORI SOCIETY
912 Thayer Ave
Silver Spring, MD 20910
(301) 589-1127

Lee Havis, Executive Director

The Montessori Observer is mailed eight times each year to IMS members throughout the world. The *Observer* is sent during the following months: Jan., Feb., March, April, May, Sept., Oct., and Nov. The purpose of this publication is to provide news and information about the development of Montessori education to extend awareness of Montessori principles and promote harmony within the Montessori community.

INTERNATIONAL MONTESSORI SOCIETY
The International Montessori Society is sponsored by Educational Services, Inc., a non-profit corporation organized in Maryland, U.S.A. The purpose of IMS is to support the effective application of Montessori principles throughout the world.

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LETTERS TO IMS

October 30, 1984

Dear Mr. Havis,

Thank you for sending the Observer and the other papers to our school. I read it with great interest. Our school is a state school, a so-called Grundschule, that means for 6 to 10 year old children.

I am very much surprised that there seems to be a new international Montessori movement in the States. What about AMI? Has it ceased to exist? Please send me some more background information about the Montessori situation in America.

Yours truly,

Josef Rutten, Headmaster
Montessori-Schule
Monchengladbach, Germany

Ed. Note: *The International Montessori Society has no present communication with AMI (Association Montessori Internationale) and no knowledge as to its current status. In 1980, the AMI organization in the United States expressed its official opposition to the Society's Montessori training program. The term "Montessori" is thus subject to varying interpretations according to a variety of organizations which employ the "Montessori" label in their title. Each Montessori organization offers its own distinct answer to the question "What is 'Montessori'?" and the individual is therefore free to choose one's own interpretation and association in this regard.*

September 13, 1984

Dear Mr. Havis,

I have received and reviewed the text of the IMS independent study course. This course will be recognized as a method of completing one yearly training requirement for child care providers. A certificate or letter of completion kept in the employee's file at the child care facility will be verification.

Sincerely,

Patricia J. Hedgecoth, M.Ed.
Chief, Child Care Services Bureau
State of Nevada
Carson City, Nevada

October 31, 1984

Dear Mr. Havis,

I am interested in your training program and would like to explore possibilities of affiliating with your "society."

I am impressed with your commitment to the "new education" and perhaps if we join hands, greater energy can be generated for this "revolution." We are as committed to the Montessori education.

Enclosed is an application for your training. Thank you for your attention.

Sincerely,

Teresa P. Bonifacio, Principal
Maria Montessori Cooperative School
Pasay City, Philippines

Ed. Note: *The Society's Montessori training program, conducted entirely through mail correspondence, readily overcomes the ordinary barriers of time and distance and enables English-speaking individuals throughout the entire world to benefit from this profound preparation for Montessori teaching. The course offers the Society's full Montessori teacher certification upon completion of the 22-lesson sequence of course work. Contact the Society for details and application.*

Education

"Education is not what the teacher gives; education is a natural process spontaneously carried out by the human individual and is acquired not by listening to words but by experiences upon the environment."

Maria Montessori
from **Education for a New World,** *p. 3.*

Tyranny

Cont'd. from Page 2, Col. 3

Examine Oneself

> *"Adults . . . refuse to admit that they are exercising any tyranny. And yet has there ever been a tyrant who has ever admitted that he has preyed on his subjects? One who would become a teacher according to our system must examine himself and forego this tyranny."*

Maria Montessori
from **Secret of Childhood,** *p. 152-153*

The end of tyranny over the child will only come about as adults individually engage in a voluntary process of inner examination to "forego this tyranny". Such inner examination is therefore a vital imperative in preparation for effective Montessori teaching.

To truly create a "new education"—to free the child to express its own true nature—is to defy human logic and the approval of others to follow a path of commitment to higher laws of nature; i.e., the three fundamental "Montessori" principles: (1) "Observation"; (2) "Individual Liberty"; and (3) "Preparation of the Environment". The expression of such a commitment in the world confirms the reality of the child's true nature and ultimately assures an end to all tyranny over the child as envisioned by Dr. Montessori's "new education".

Reflections . . .

J.M.C. Tidoni

On Thirty Years of Montessori Teaching

Mrs. Tidoni *attended a teacher training course in Holland in 1938-39 which included lectures by Dr. Maria Montessori herself. She conducted Montessori classes in Holland in the 1940's and later in South Africa and the United States—a total of thirty years of children's teaching and fourteen years of training experience.*

There is rather a big difference in the Montessori classes now and here in the United States and then, during the forties, in Holland. The children there (in Holland) were more independent and better involved in their activities. We had big classes and, very rarely, an assistant. My average classes there were 35 to 40. I feel that this fact was one of the main reasons for the children's better independence.

We teachers there expected, and required more from our students. Here with the smaller classes and assistants we have more time and, because of that, help sooner and, many times unnecessarily instead of suggesting the child to try once more, and "try to remember what I've shown you when I gave the lesson."

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School For Sale: Perfect opportunity to own a well-established school! Completely equipped ages 2½ - 7, full enrollment with waiting list. Asking $10,000, owner financing, generates $27,000+ yearly. Contact Mary Pancoast, 716-664-7095, 716-679-1479, Montessori Children's House, 120 Chandler Street, Jamestown, N.Y. 14701

IMS Court Suit

Set for Summary Judgment

The Society's hearing of November 9, 1984 in U.S. federal court in its law suit challenging the constitutionality of Maryland education laws and regulations in that state was postponed "until further notice" by U.S. Magistrate **Frederic N. Smalkin.** Magistrate Smalkin noted the pendency of cross-motions for summary judgment in the case, stating that "the matter may be able to be decided without the necessity of taking testimony".

The IMS law suit arises from a complaint by the International Montessori Society in federal court in Maryland in September, 1981 asserting that laws and regulations over Montessori education in that state establish an unconstitutional system of academic content censorship by imposing a prior restraint on the operation of certain private schools based on a subjective review of their curricula. In addition, the laws are challenged as unconstitutional as being discriminatory since religious private schools are exempted by statute from similar compliance with state certification requirements.

The Society is now seeking a court order, issued upon its motion for partial summary judgment, declaring the Maryland education laws unconstitutional as a matter of law enjoining the state regulatory agencies from enforcing them against the Society in this regard. The Society thus seeks the right to pursue its efforts to train Montessori teachers and enable their employment by Montessori schools in that state, free of the unwarranted interference of state regulatory agencies.

Advisory Committee

Cont'd. from Page 1, Col. 3

Montessori teaching will offer certification in workshop and internship phases and a sequence of course work at the elementary (6-12) age level.

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Address correction requested

Vol. V, No. 8
November, 1984

Tyranny

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Positions & Placements

Junior Directress/or: for a new class to be opened Sept. 1985. School is well established, 20 years old, with three excellent primary classes and is expanding into the elementary grades. Salary negotiable. Health benefits available. Send resume to: Massasoit Montessori School, 455 Island Pond Rd., Springfield, Mass. 01118

Administrator: full time, master's degree in school administration, for June, 1985. Position involves supervision of the toddler, pre-school, elementary and after school programs that enroll 174 children between 14 months and 12 years of age. Send resume, college transcripts, and three references to Pat Meyer, Administrator, Calumet Region Montessori School, 2109 East 57th Ave., Hobart, Indiana 46342

Physical Science Instructor: Work with self-motivated, elementary and secondary, individual students in objectivist/Montessori/Logo environment for discovery. Write New Banner Institute, Inc., Box 711, Columbia, SC 29202

Montessori Teacher: Fall, 1985. Experience preferred. School is located in beautiful rural Vermont, one mile from Dartmouth College in Hanover, N.H. Applicant should have confidence in his/her teaching abilities, and show flexibility both with children and parents. Write or call: Montessori School of The Upper Valley, Inc., Box 368, Norwich, Vermont 05055. Tel. (802) 295-2872

IMS Montessori School Membership

Is your school committed to the effective application of Montessori principles? If so, IMS invites you to publicly acknowledge this commitment through IMS Montessori school membership. For an annual fee of $45.00, your school receives a certificate of membership and listing in the IMS Membership Directory.

Send fee with response form to apply or write directly to:

**IMS, 912 Thayer Ave.
Silver Spring, MD 20910**

Children working at Kindermusik School in St. Louis Park, Minnesota.

Making Music in Minnesota

Cont'd. from Page 1, Col. 3

keyboard and her record album of original songs entitled "Learning Through Music". Hestia notes that "I have no goals for students. The student has his own goals and I move with the student . . . The learning is fun, and fun is learning at all points."

Hestia's educational background includes considerable teaching experience in her native Sri Lanka and more recently in the United States. Her ETM program emerged from this experience and led her in 1975 to write "The Making of Music" series to simplify the child's learning of the piano keyboard. Since then, Hestia's work has expanded to include workshops, recordings and other publications which have now achieved a considerable acclaim throughout the United States. The success of the ETM program has been such that its use in the public schools has recently been proposed. In addition, the International Montessori Society has included "The Making of Music" among its publications for sale and promotion to the Montessori community.

Kindermusik School

For further information, contact: Hestia Abeyesekera, Kindermusik, Inc., 3503 Sumter Ave., St. Louis Park, Minnesota 55426 Tel. (612)933-5125.

[illegible]

January, 1983

The Montessori

OBSERVER

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Order

Completing "Montessori"

"The great majority of teachers, in the absence of sufficient training and experience, end by thinking that the 'new child', so eagerly expected and of whom so much has been said, is nothing but a myth or an ideal."

Maria Montessori
from **Absorbent Mind**, *p. 210*

To "complete" one's experience of "Montessori" is to become consciously aware of the existence of all that is needed to fully realize the "normalized" child. Such "completion" inherently recognizes "Montessori" as entirely within oneself, independent of all external opinion and forces to the contrary in one's environment.

Whereas one might suppose that this "completion" experience would naturally emerge within each teacher in the course of time as a result of one's practical association with children, such is not generally the case. Ordinarily, many deeply engrained, unconscious prejudices and pre-conceived notions about the child and the nature of "reality" prevail throughout life to fundamentally deter and repress such "completion" as a matter of course.

Certified "Montessori" teachers tend unconsciously, if not consciously, to interpret their experience of "Montessori" as that which is represented as such by the certifying body. The very nature of unconscious prejudice argues against any serious inquiry as to "what is 'Montessori'?" after certification as a "Montessori" teacher has been accomplished.

The child itself-bound to accept without question whatever interpretation of reality is offered or imposed by the teacher in its environment—is unable to seriously challenge or oppose a perpetuation of the teacher's fundamental prejudices and misconceptions in this regard. Likewise, whatever communication and association as to "Montessori" which may occur after graduation from a particular teacher training program tends merely to reflect and reinforce those same limited and prejudicial interpretations which originally emanated from the training program itself.

Truth

All truth passes through three stages. First it is ridiculed. Second it is violently opposed. Third it is accepted as being self-evident.

by Schopenhauer

"Montessori" Organizations

". . . prejudices are so universal that it is difficult to have them recognized as such. They are confused and strengthened by the evidence of facts because all, or nearly all, see the child as he is commonly known only, not the child as he is, still an unknown entity."

Maria Montessori
from **The Formation of Man** *p. 60-61*

"Montessori" organizations which are outside the **International Montessori Society** tend to issue their teacher certifications and propogate their interpretations of "Montessori" according to various vague, imprecise and incomplete expressions in this regard. One is thus readily distracted from the essential completion of "Montessori"—urged instead through one's inner prejudices and personality attachments to the opinion and approval of those in authority to adopt a limited outlook on the "normalized" child—an outlook essentially consistent with the widespread misconceptions and erroneous limited beliefs with which a particular "Montessori" organization has become enmeshed.

Two notable non-Society organizations in the United States, the **American Montessori Society (AMS)** and the **Association Montessori Internationale (AMI)** have both adopted interpretational expressions of "Montessori" which oppose completion of "Montessori". Such expressions have notably become manifest as public opposition to the Society's communication for the training of Montessori teachers. This opposition therefore reveals their antithetical position with regard to that which enables the emergence of the "normalized" child.

A.M.S.

The AMS organization distributes literature which represents "Montessori" as a "rationale" and "philosphy" where an "open-minded attitude" and "respect for the child" are somehow considered "the most fundamental aspect of Montessori Education". However laudible such an interpretation may be in its general sentiment, this type of vague, imprecise, limited conceptualization of "Montessori" significantly fails to clearly associate itself with the true essence of Montessori education—i.e., that which enables the

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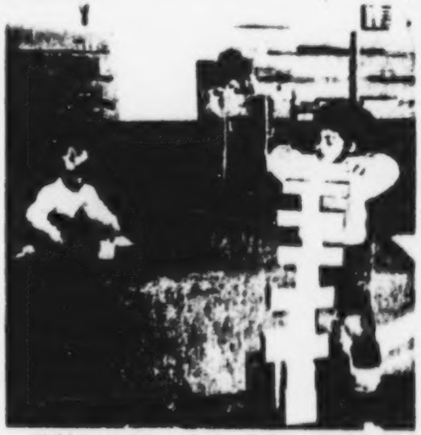

Children working at the Acadia Montessori School in Bloomfield Hills, Michigan.

Parent Programs at Acadia Montessori

Parent programs are an important consideration at Acadia Montessori, a Montessori school member of the Society in Bloomfield Hills, Michigan. Annually parents are invited to an evening of slides and talks on Montessori education, in addition to a lecture-tour of the classroom which they experience before applying for admission for their children. Each January, one or two evenings are spent acquainting parents with the subject of managing misbehavior in children. Each December, the parents and their guests are invited to a Christmas musicale presented by the children, as well as a Spring musicale in May.

Acadia Montessori was founded in 1979 by **Marvin** and **Marlène McCormick.** Mrs. McCormick, director of the school, is a former public school teacher with the Detroit public schools whose background also includes Montessori training. Presently, Mrs. McCormick is further extending her education by completing a master's degree in elementary education at Oakland University.

The Acadia school program includes both half-day and full-day sessions with day care offered from 7-8:30 am and 3:30-6 pm daily. Special instruction is provided in French, Orff instruments, computers and physical education.

For further information, contact: Marlene McCormick, Acadia Montessori, Suite 305, Box 2025, Bloomfield Hills, Michigan 48303-2025, Tel. (313) 335-7070.

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PS

Order

by Lee Havis

> *"Creation finds its expansion in order . . . to help the development of the intelligence is to help put the images of the consciousness in order."*
>
> **Maria Montessori**
> *from* **Spontaneous Activity in Education**, *p. 202*

Order - the foremost basis for all intellectual and creative development - reveals its true nature as a spontaneously emerging mental form of harmony, consistency and completion in the "normalized" child as envisioned by Dr. Montessori. By contrast, the man-made "order" of adult society generally opposes the creative expansion of the human spirit through its various repressive forms of prejudicial customs, rules, and other such unwitting impositions over the child's true "normalized" nature. Society's lack of true order is amply reflected by the failure of the dominant social institutions, such as traditional education, to significantly deter the continued widespread existence of crime, violence, ignorance and such other expressions of fundamental disharmony and alienation throughout the world.

The "normalized" child uniquely reveals that ultimate order in the universe follows insuperable laws of nature - unbounded by those various forms of limited outer "order" so commonly recognized as such in adult society.

Order of the Universe

> *"Life increases, becomes manifest and perfects the individual, but it is confined within limits and is governed by insuperable laws."*
>
> **Maria Montessori**
> *from* **Discovery of the Child**, *p. 61-62*

Life itself teaches that man-made order in society must ultimately submit to the higher authority of true reality as one's own time and place in the present moment. Insuperable laws of the universe - denoted by such terms as "truth," "love" and "freedom" - invariably govern all manifestations of life. Whatever "obedience" there may be to various social institutions is more reflective of the inherent need in man for society with others, rather than any ultimate domination of such institutions in one's life.

Obedience

> *"There is no lack of obedience in the world, quite the contrary . . . What unhappily is absent is the control of obedience."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 257*

Man's obedience to the dominant institutions in society reveals the very considerable significance of such external man-made order in one's daily life. History teaches that allegiance to religious, national and cultural institutions and beliefs, and one's perceived "duty" to others, may well outweigh other compelling needs such as physical survival itself. At bottom, all such obedience to social form finds its original source in the young child's need for order - a first priority in all mental development for the child under the age of six.

Need for Order

> *". . . the tiny child's basic need for order takes priority over all other social claims that the world may make on him."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 135*

The child's compelling need for order - expressing its instinctive urge for harmony and relatedness with the environment - reveals a spontaneous process of constant sensory exploration and integration of environmental experience intimately into its own being. Indeed, the infant begins to create order within itself from the moment of birth through contact with its environment which necessarily must contend with many chaotic and confusing stimuli and sensations. This creative ordering process further continues through those various environmental experiences which spontaneously arise in the young child's ordinary social interaction with physical objects, other children and the adult.

An Organized Environment

> *". . . the child . . . ought to find in his surroundings something organized in direct relation to his internal organization which is developing itself by natural laws . . ."*
>
> **Maria Montessori**
> *from* **Spontaneous Activity in Education**, *p. 70*

The child's creation of complete inner order takes place as a profound "absorption" of a similarly complete outer order in the physical objects of its environment. Such "absorption" therefore implicates the provision of a precisely "prepared" environment which necessarily includes an organized arrangement of simple physical objects for manipulation and free exercise by the child. Through its own activity with such orderly physical objects - e.g., by pouring, carrying, sorting, sequencing, etc. - a most profound inner order is thereby ultimately absorbed. Regrettably, such a constructive "normalization" of the child is ordinarily deterred by the adult's unwitting interference with the child's spontaneous ordering activity with such physical objects. The child is thus constrained to find order elsewhere in the environment - e.g. in the adult's "personality" - however incomplete and limited such order may be.

The Adult's Order

> *"The mind of a little child is certainly not a blank . . . but his concepts are confused. The chaos of his mind has greater need of ordering what it already knows than of gaining new knowledge."*
>
> **Maria Montessori**
> *from* **Discovery of the Child**, *p. 172*

Under the guise of "teaching," the ordinary teacher unwittingly imposes her own personality on the child as the most fully available form of "order" in the environment. The child is thus compelled to absorb within itself the adult's "order" - i.e., various personal values, rules and system of judgment, opinion and authority. Whatever "teaching" of new knowledge may be "learned" by the child in such circumstances, true self-discipline and order is nonetheless deterred. The child's activity and interest is therefore primarily directed to assimilate the adult's "order" which essentially mirrors the unconscious prejudices and conventions of one's own parents and those which are commonly found in adult society.

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February Observer

featuring

Prejudice

The Montessori Observer

published by
INTERNATIONAL MONTESSORI SOCIETY
912 Thayer Ave
Silver Spring, MD 20910
(301) 589-1127

Lee Havis, Executive Director

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Order

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Discipline

> *"Only exercise and experience can correct a disability, and it takes long practice to acquire the various kinds of skills that are needed. The undisciplined child enters into discipline by working in the company of others, not by being told that he is naughty."*
>
> **Maria Montessori**
> *from* **Absorbent Mind,** *p. 245-246*

Faced with the adult's limited and prejudicial order and authority, the child necessarily rebels according to those forms of expression which are collectively known as "misbehavior." However, such pitiful efforts to challenge the adult's authority generally fail, resulting in yet further punishment, criticism or correction. Throughout such a continuing power struggle scenario in the adult-child relationship, the possibility for creation of true order is significantly disregarded, overlooked or simply ignored.

Creating Order

> *"The disorder of the first moment is necessary ... do nothing but watch."*
>
> **Maria Montessori**
> *from* **Montessori Method,** *p. 89*

Montessori teaching is that true order can only emerge from a condition of "disorder." Accordingly, the adult's first function is to "stand and watch" in this regard. A "normalizing" environment therefore necessarily depends primarily for its existence on the presence of a restrained, observant adult able to simply "do nothing but watch" in a circumstance of disorder and misbehavior. Such profound, courageous "observation" ultimately reveals that chaos and confusion does indeed eventually resolve itself in the child's essential ordering experiences with physical objects. Such experiences signal the beginning of "normalization" and the emergence of that true self-discipline which is so characteristic of the "normalized" child.

The adult's attention and function to control the environment *around* the child - i.e., *not the child itself* - gradually assures the emergence of the "normalized" child. A quality of profound inner order and spontaneous self-discipline is thus revealed in the child which far exceeds the type of superficial outer order which might somehow be achieved through the imposition of external control and authority such as evident in the "order" of the adult society.

Orderly Society

> *"Children unaided can construct an orderly society. For us adults, prisons, police, soldiers and guns are necessary. Children solve their own problems peacefully."*
>
> **Maria Montessori**
> *from* **Absorbent Mind,** *p. 285*

Dr. Montessori recognized that a social order of a most complete and peaceful sort will naturally emerge among children in a truly "normalizing" environment. Such a peaceful association of children, unbounded by the customary external restraints of adult society, shows that the presumed need for repressive man-made institutions is built upon a false notion of the

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Marketplace

Montessori-trained partner wanted. For existing, growing school in Florida. 50/50 financial participation and teaching. Excellent opportunity. Call Steven McNeal, (813) 625-0707

Montessori equipment for sale. Full classroom of Nienhuis Primary and Elementary. Excellent condition, clean, polished, and complete. Must purchase as a total unit for $3,000. Full listing of inventory available. Also set of architectural blueprint for school, never built. Contact: Jacqueline Schutt, 926 Washington Ave., Girard, Ohio 44420

School For Sale: Perfect opportunity to own a well-established school! Completely equipped ages 2½-7, full enrollment with waiting list. Asking $10,000, owner financing, generates $27,000 + yearly. Contact Mary Pancoast, 716-664-7095, 716-679-1479. Montessori Children's House, 120 Chandler Street, Jamestown, N.Y. 14701

Positions & Placements

Montessori Teacher: (2½-6) to start August, 1985. Well-established school, new building. South Florida on west coast. Salary negotiable. Contact: Maja Wolf, Montessori School of Charlotte Harbor, 4344 Pinnacle St., Charlotte Harbor, Florida 33950. Tel. 813-629-7710

Elementary and **Primary Directresses:** both openings for Fall, 1985. Seton Academy is willing to sponsor Montessori training for qualified candidate. A private Montessori school in near west suburban Chicago, Seton Academy draws from a broad socio-economic spectrum with families from both city and suburbs. Catechesis after the method of Montessori and Cavalletti is an integral part of the curriculum. Faculty candidates must be practicing Catholics. Write to Seton Academy, P.O. Box 192, River Forest, Illinois 60305

Montessori Teacher: for present pre-school or future K-3. Should be assertive, with directing skills and committed to holistic development of children. Contact Sheepscot Valley Children's House, P.O. Box 449, Wiscasset, Maine 04578, Tel. (207) 882-7977 or (207) 882-6300

Montessori Teacher: Fall, 1985. Experience preferred. School is located in beautiful rural Vermont, one mile from Dartmouth College in Hanover, N.H. Applicant should have confidence in his/her teaching abilities, and show flexibility both with children and parents. Write to call: Montessori School of The Upper Valley, Inc., Box 368, Norwich, Vermont 05055, Tel. (802) 295-2872

Montessori Teacher: (2-6), (K-3). Assertive, with directing skills and committed to holistic development of children, for present pre-school or future K-3. Contact Sheepscot Valley Children's House, P.O. Box 449, Wiscasset, Maine 04578, Tel. 207-882-7977 or 207-882-6300

Merely a Hint . . .

> *"The instruction of the teacher consists then merely in a hint, a touch—enough to give a start to the child. The rest develops of itself."*
>
> **Maria Montessori**
> *from* **Dr. Montessori's Own Handbook,** *p. 58-59*

Completing "Montessori"

Cont'd. from Page 1, Col. 2

emergence of the "normalized" child in reality. Much less does such a generalized expression of purpose on behalf of "better education" direct any significant attention whatsoever to the "essential point" of the entire creative work and opportunity inherent in Dr. Montessori's "new education".

> *"children . . . can be 'normalized' . . . What is usually called 'the Montessori method' revolves around this essential point."*
>
> **Maria Montessori**
> *from* **The Foundation of Man,** *p. 46*

A.M.I.

The AMI organization has been antithetical to the completion of "Montessori" in view of its similar opposition to the Society's communication of that which enables the emergence of the "normalized" child. The **North American Montessori Teacher's Association (NAMTA)**—an affiliate of AMI—identifies "Montessori" as a "complex approach to human development". To so view "Montessori" as somehow "complex" denies the inherent simplicity of the underlying truth of the "normalized" child.

> *"There was no method to be seen, what was seen was a child . . . acting according to its own nature."*
>
> **Maria Montessori**
> *from* **Secret of Childhood,** *p. 136*

The interpretation of "Montessori" as "complex" tends to direct attention to a maze of relatively minor, insignificant details involving the use of specific materials and various intricate philosophical concepts. Such "complexity" tends to encourage one's reliance on prejudice and illusion, emmeshed as such "complexity" is in confusion and dependency on outer forces of opinion and authority with regard to "what is 'Montessori'?".

> *". . . the revelations of the child are not at all so difficult to obtain, the real difficulty lies in the adult's old prejudices concerning him."*
>
> **Maria Montessori**
> *from* **The Formation of Man,** *p. 22*

An Inquiry

A deep and probing inquiry among the various "Montessori" organizations as to "What is 'Montessori'?" is needed to ultimately resolve interpretational differences in this regard. However, since the AMI and AMS organizations have thus far failed to accept the Society's invitation to engage in even an exchange of publications on a regular basis, such organizations readily deter true open-minded inquiry—reflecting instead the typical prejudice, disregard and unconsciousness of adult society which unwittingly oppresses and opposes the emergence of the "normalized" child.

Opportunity for Completion

The creation of the International Montessori Society does not emerge as simply

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Completing "Montessori"

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another "Montessori" organization reflecting yet one more limited, incomplete interpretation of "Montessori". Rather, the Society expresses itself as a unique support for a true completion of "Montessori". Such "completion" is realized in the Society's expression of complete commitment to the three fundamental "Montessori" principles of nature; i.e., (1) "observation", (2) "individual liberty"; and (3) "preparation of the environment". This empowering expression asserts the present reality of the "normalized" child—an opportunity for completion of the adult-child relationship for anyone who chooses to participate in this regard.

The Society's opportunity for completion of "Montessori" is moreover a work of harmony and reconciliation among all those entities associated with the term "Montessori". Such work is to recognize and encompass the fundamental creative purpose and vision of the "new education" throughout the entire Montessori "family" to expand the space of inquiry into the true nature of the child as an "unknown entity" and challenge one's consideration of the question: "what is 'Montessori'?"

* * *

Order

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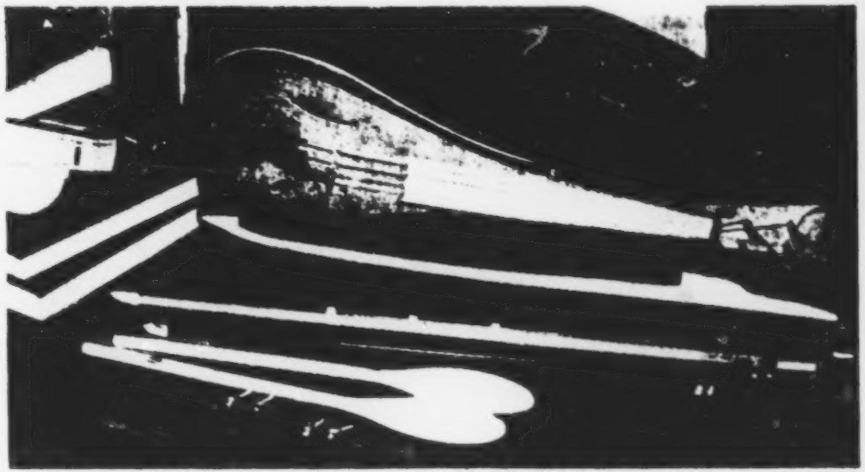
fundamental nature of man.

The "normalized" child shows that the path of true order in society is found within oneself as a realization of complete commitment to certain fundamental principles of nature, i.e. (1) "observation", (2) "individual liberty", and (3) "preparation of the environment." One's commitment to such "Montessori" principles is therefore the entire essential basis for the eventual creation of a peaceful, perfect order and harmony for all mankind.



The "Montessori" Fiddle—latest musical device created by John Maluda, Luthier (Anchorage, Kentucky)

"Montessori" Fiddle

The "Montessori" Fiddle, the creation of **John Maluda,** Luthier (Anchorage, Kentucky), is the latest of his series of simple musical devices created for use by children in the Montessori environment. Prior devices created by this industrious craftsman include a "Montessori" harp and psaltery which have been described in prior issues of the "Observer."

Maluda states that his "Montessori" Fiddle is "based on a tenor Rebec de signed by **Arnold Dolmetsch** and is teardrop shaped. Frets will be added in the finger board so that accurate stops are provided as is done in the viol (e.g., Viola da Gamba)." He further notes that this latest stringed instrument for the Montessori environment will be held downward as a viol, employing an outcurve bow. Initial introduction of its use with children will focus on simple intonation and the playing of slow, easy music.

Maluda's musical devices are generally based on the work of Arnold Dolmetsch, a contemporary of Dr. Montessori. History records that Dr. Montessori had Dolmetsch design a soprano recorder and a small stringed "psaltery" for her use and experimentation with children. This association between Montessori and Dolmetsch occurred in Europe around 1910, thus predating **Suzuki** in Japan by some twenty years.

Mr. Maluda is presently preparing a publication entitled "Montessori and Music" to describe his various instruments and their proper use with children. In addition, he is seeking to establish a continuing manufacture of such devices under the auspices of Student Craft Industries of Berea College (Berea, Kentucky). Such manufacturing arrangement is intended to assure and extend the availability and practical use of these valuable musical instruments with young children on a regular basis in the future.

For further information, contact: John Maluda, Luthier, 1901 Ashmoor Lane, Anchorage, Kentucky 40223.

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The Montessori

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Prejudice

Children working at The Children's Place in Katy, Texas

The Children's Place in Katy, Texas

The Children's Place is a Montessori school in Katy, Texas under the ownership and management of the Crockett family. Mr. and Mrs. **W.E. Crockett,** their son George and wife Judy are the school's corporation directors.

Judy Crockett, director of this Society member school, has served in such a capacity since the school's founding in 1976. Her extensive educational background includes a considerable teaching and training experience in Montessori education since 1970. Ms. Crockett emphasizes a school policy of "continued improvement of the staff training and our facilities". She states that "It is our policy to keep abreast of worthwhile developments that can help us".

The Children's Place is licensed for 110 children and usually has an average of 60 children in the primary (2-6) educational program. **George Crockett,** Judy's husband, is a physical education teacher in the local school district who assists at the Crockett school after his school day is completed. During the summer, George Crockett is the school's physical education director and conducts many of the school activities.

The school program features many field trips in the summer, special shows and activities conducted by the children and

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Society Takes Second Appeal

On January 2, 1985, the International Montessori Society filed its second appeal to the Fourth Circuit Federal Court of Appeals (Richmond, Virginia) in its continuing legal action to free private education from alleged unwarranted and unreasonable impositions of various laws and regulations in the state of Maryland. Such appeal specifically challenges the lower federal court's summary dismissal of the case in Baltimore, Maryland on December 18, 1984.

The Society's case asserts that laws in Maryland over private educaton are unconstitutional in that they have unreasonably deterred and prohibited the Society's establishment and operation of Montessori teacher training in the state. The case's first appeal in 1982 resulted in a remand to the lower court to "allow the case to proceed." Costs on this first appeal were also awarded by the Fourth Circuit to the Society over the objection and argument of the state party defendants.

The current appeal opposes the most recent lower court's ruling that Maryland's policy to subjectively review and approve a private teacher training school's academic curriculum prior to its operation is a permissible form of state government control over private education. Notably such ruling asserted that similar state certification of curriculum would likewise be permissible in the control of religious private schools in the state. However, since Maryland laws presently exempt religious schools from the certification requirements imposed on other private schools, the discriminatory exemption in this regard was considered sort of "immaterial" to the Society's basic claim and prayer for remedy in the present case. Specifically, the court held that "the effect of declaring the exemption unconstitutional would be that educational institutions operated by bona fide church organizations would be subject to state certification."

The Society's appeal will specifically challenge the lower court's ruling as legally in error under the United States Constitution; i.e., a decision which would, in effect, condone a state government's blatent academic content censorship of all private schools under the guise of "regulation" and the 'public welfare." Such appeal essentially seeks a partial summary judgment in favor of the Society so that its teacher training operation can proceed in Maryland, unmolesed by detrimental government interference in such operation. If completely successful on appeal, the question of monetary damages for the state's abusive practices against the Society since 1980 will thereafter proceed to final disposition through customary trial proceedings in the lower court.

In a related issue in the case, the Clerk of the Federal District Court recently held that additional costs be allowed to the Society in the amount of $419.00 emanating from the Society's prior successful appeal in the case. On February 11, 1985, the Clerk assessed such additional $419.00 amount in costs against the state party defendants who had erroneously argued a lack of liability for such costs since the Society's motion in this regard was filed in the lower court on September 12, 1983.

Legal Action in New York

Bernard Sherwin, President of **Unified Private Schools** (Massapequa, New York) reports that pretrial hearings are now underway in their legal action challenging jurisdiction of the Department of Social Services and its right to regulate Montessori schools in New York.

Mr. Sherwin and other Montessori school owners in New York consider the regulations of the Department of Social Services detrimental to their effective operation consistent with a complete commitment to Montessori principles. He states that ". . . we are not in receipt of public funds and as a result the Department of Social Services has no jurisdiction over us". In opposition, the Department of Social Services claims that if children are kept more than three hours per day, they are Day Care Centers, despite their own characterization as a "school" for young children.

The *Unified Private Schools* is seeking contributions to sustain their legal action which potentially affects all Montessori schools in New York. Send contributions and inquiries to: Gladys Kerr, Treas., Unified Private Schools, 58 Fitchburg Ave., Bay Shore, New York 11706 or call (516) 541-6365.

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Prejudice

by Lee Havis

> *"Montessori Method . . . For the word 'method', we should substitute something like this: 'means offered to deliver the human personality from the oppression of age-old prejudices regarding education.'"*
>
> **Maria Montessori**
> *from* **The Formation of Man,** *p. 8*

Dr. Montessori's "method" is evidently a work of freeing oneself from certain deeply engrained "prejudices"; i.e., those various assumptions and pre-conceived notions about the "child" and its "education" which are inconsistent with the spontaneous emergence of the child's true "normalized" nature. Such "prejudices" tend of reflect a view of the child according to its commonly appearing external behavior in society rather than as that which sponteneously emerges of itself in the present moment as an "unknown entity".

The Unknown Entity

> *"The results we have touched upon are not so easy to obtain because enormous obstacles are encountered in century-old prejudices . . . These prejudices are so universal that it is difficult to have them recognized as such. They are confused and strengthened by the evidence of facts, because all, or nearly all, see the child as he is commonly known, not the child as he is, still as unknown entity."*
>
> **Maria Montessori**
> *from* **The Formation of Man,** *p. 60-61*

The adult's view of the child is typically that of its superficial appearance as commonly recognized in society; i.e., misbehaving, disobedient, inattentive, capricious and generally "empty". The "reality" of such superficial behavior tends to so dominate one's conscious awareness that the possibility of the child as an "unknown entity" is virtually completely disregarded. Indeed, the "reality" of a "normalized" true nature within the child, completely inconsistent with the well-known outer behavior of the typical child, is ordinarily dismissed as quite "impossible".

The Impossible Reality

> *". . . the child is a great worker . . . who can learn by himself, teach himself and who possesses discipline within himself . . . No attention is paid to this reality . . . It is simply impossible; It cannot exist."*
>
> **Maria Montessori**
> *from* **The Formation of Man,** *p. 66*

The reality of the "normalized" child defies the widespread conventional prejudices about the child and therefore receives little, if any, attention or interest in the ordinary course of events. "Scientific" study of the child likewise tends merely to concentrate on superficial behavioral effects without ever seriously challenging any of the prejudicial underlying assumptions as to the child's essential nature.

Science

> *"modern branches of science . . . have developed around the most superficial manifestations of child behavior (actually around the 'effects' of outer circumstances) and these reached an easy compromise with those prejudices which every adult cherishes regarding the child."*
>
> **Maria Montessori**
> *from* **The Formation of Man,** *p. 61*

The field of modern "science" as related to childhood is likewise bound up within the same basic prejudicial view of the child as is generally popular in society. Even the term "Montessori" has come to be associated only with certain external "effects" and a rather superficial assortment of materials, rationale, academic subject matter and vague, incomplete conceptions about the nature of the child. The assumed "truth" of the child thus reflects a "reality" whose acceptance is essentially based on nothing more than popular opinion and widespread agreement in society.

Society's "Truth"

> *"The solidarity of adult society . . . assumes the power of suggestion and the appearance of an absolute truth on which all agree."*
>
> **Maria Montessori**
> *from* **The Formation of Man,** *p. 69*

Society's "truth" concerning the child is that which most compellingly reflects the extent of one's attachment to prejudicial assumptions regarding the child. The fundamental illusion of external appearances and behavior upon which such "truth" is based is generally not recognized as such in one's impatient urge to "teach" and otherwise meet certain presumed "needs" for the child's development.

Illusion

> *"To be contented with the imaginary, and to live as if what we imagine actually exists; to run after illusion, and 'not to recognize' reality, is a thing so common that scarcely is it apprehended. . ."*
>
> **Maria Montessori**
> *from* **Spontaneous Activity in Education,** p. 265

Typically, the adult never seriously questions the illusory nature of that which one has unwittingly created in outer circumstances. The underlying truth of one's sourceful creation of all "reality" lies buried deeply within the unconscious and is only occasionally brought to consciousness in moments of tension and discomfort. Rarely does one recognize the origins of one's own "reality" as that which emerges in the formation of "personality" from one's personal early childhood experiences with parents and teachers.

Source of Reality

> *"A child under six years of age has a 'mental form' different from that which develops after he has reached the age of six or seven . . . things absorbed during the unconscious period . . . are those which persist in such a stable manner that they are identified with the person."*
>
> **Maria Montessori**
> *from* **Discovery of the Child,** *p. 324*

True "reality"—i.e., one's present state of conscious awareness and being—is readily confused with that illusory "reality" which first emerged in stable form during one's own early childhood years in the form of "personality"; i.e., the outer appearance and thought patterns with which one's "self" is intimately identified throughout life. Such "personality" comes to reflect a pattern of expression and prejudicial interaction with others which essentially mirrors the prejudicial impositions of one's own parents during the early childhood years.

Cont'd. on Page 3, Col. 2

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LETTERS TO IMS

January 4, 1985

Dear Lee,

Thank you for all your help and materials sent. I'm happy for all the information—you have sent more materials in a few months than American Montessori had in twenty years. I am so impressed I have concelled membership with them and will continue with you.

May Gold bless you

Sr. Rosalba Masi, M.P.B.
Mother Superior
Villa Fusco Monessroi
Niskayuna, New York

February 8, 1975

Dear Mr. Havis,

We recently received your January **Montessori News** and have enjoyed it—as usual.

I am now president of **M.I.A. (Montessori Institute of America)** and one of our goals this year is to help bring a unity to Montessorians of all organizations.

In an effort to promote an understanding, we would like to work with you in your effort to encourage Montessorians to pull together.

We each have room to grow and expand and just as we encourage the children to learn from each other, I would like to see us work together and learn together!

Thank you for your patience and your love of Montessori.

Sincerely,

Alta Jones
Columbia, Missouri

January 9, 1985

Dear Mr. Havis,

We would be delighted to have regular exchange of publications with you and thank you for sending your latest "Observer".

I am sending you a copy of our latest *Newsletter* and *Family Life*, which was published at the end of last year and I hope these are of interest to you.

Yours Sincerely,

John Bremer, Executive Director
Association Montessori Internationale (AMI)
(United States of America)
Houston, Texas

February 2, 1985

Dear Sir,

I have worked in establishing Montessori classrooms, but have never seen even 20 children who could work without direction, "application" to the academic materials, or behavior problems.

I am looking for "meaty" practical information on these areas, not more general philosophy. Montessori books, Montessori organizations and their quarterlies, and even St. Nicholas' course are full of non-specifics. I think most schools have misinterpreted Montessori and rely too much on pushing the child to read, know numbers, and be academically developed in other areas. I experience the same frustration teaching in this kind of Montessori environment that I do when I'm in a traditional preschool setting. Does your course speak in a practical way to these issues?

Sincerely,

Kathy Traughber
Asheville, North Carolina

Ed. Note: Participants of the Society's independent study course do indeed report many impressive "practical" results with children, including a significantly expanded self-confidence in managing misbehavior without the imposition of force, fear or manipulation. The mastery of Montessori teaching that emerges from the course assures the child's "normalization" which invariably ends all "frustration" in one's work and association with children.

Cont'd. on Page 4, Col. 3

Prejudice

Cont'd from Page 2, Col. 3

Pattern of an Adult

> "... *the pattern of an adult is fixed in his early years.*"
>
> **Maria Montessori**
> *from* **Secret of Childhood,** *p. 9*

The adult's "reality", as consciously conceived, emanates from a pattern of prejudicial assumption about life and being acquired during early childhood and fixedly incorporated into one's "personality" since about the age of six. Teachers and parents therefore unconsciously conceptualize "education" and "teaching" according to one's own prejudicial assumptions and experiences about life as a child. Such assumptions are readily generalized to all children so that the ordinary teacher adopts a similar repressive, manipulative role to that of one's own parents in circumstances with all children. The cycle of prejudice and erroneous assumption in this aegard is therefore unconsciously communicated to the next generation as a matter of course.

The Receptive Being

> "*The commonest prejudice in ordinary education is that everything can be accomplished by talking ... or by holding one's self up as a model to be imitated. ... The child is usually considered a receptive being instead of an active being.*"
>
> **Maria Montessori**
> *from* **Absorbent Mind,** *p. 254*

Prejudice in traditional education is characterized by a view of the child as "receptive"; i.e., sort of "empty". The adult's almighty "teaching" of various skills and values is therefore the primary activity of such an "education". Conventional "teaching", with the adult as the active agent for the child's learning, well expresses the common prejudice in education of the adult serving as the "teacher"; i.e., the adult as the creative source of all the child's learning and improvement.

The "Teacher"

> "*A prejudice has found its way into the adult—the notion that the life of the child can be changed or improved only through teaching. This prejudice impedes the understanding of the fact that the child constructs himself, that he has a teacher within himself.*"
>
> **Maria Montessori**
> *from* **The Formation of Man,** *p. 62*

The adult's typical "self-image" as "teacher" for children assumes to itself a certain self-righteous pride that one's "teaching" is the child's primary source of well-being and betterment. The "teacher within" the child is generally disregarded in one's assumption of "god-like" authority and responsibility for everything pertaining to the child's development. The typical teacher thus assumes the role of a sort of benevolent dictator.

Cont'd on Page 4, Col. 1

Alexander Graham Bell
Communicates for Montessori

Alexander Graham Bell, renowned inventor of the telephone, is also known in history for his significant contribution and early communication of Montessori to the American public. Devoted to innovation and discovery in all fields of science, Bell was particularly instrumental in establishing the first Montessori schools in Canada and the United States.

In 1912, Bell's grandchildren and other neighborhood children participated in what was termed a "Children's Laboratory" in the Bell's summer home in Nova Scotia, Canada—reported to be the first Montessori environment in Canada. So impressed was Mrs. Bell by the children's progress in such a "normalizing" environment that she sponsored **Anne F. George,** the foremost disciple of Montessori in America at that time, to form a full-fledged Montessori school at the Bell's Washington, D.C. home during the 1912-13 school year.

The Bell's were further actively involved in the formation of an association to diseminate information and to organize support in America on behalf of Montessori education. In his book, "Alexander Graham Bell and the Conquest of Solitude" *(Little, Brown and Co., Boston, MA, 1972, P. 462),* **Robert Bruce** notes that "in the spring of 1913 a group of Washington parents organized the Montessori Educational Association (MEA) and unanimously elected Mrs. Bell president ... By the spring of 1915 the Montessori Educational Association was publishing a magazine and had elected Bell its president."

However, such enthusiastic initial efforts all but disappeared by 1919 due to the intervention of World War I and failures of communication between the MEA and Dr. Montessori. **Rita Kramer** in her book "Maria Montessori" *(G.A. Putnam's Sons, New York, 1977, p. 208)* reports that Bell's son-in-law wrote Mrs. Bell urging her to withdraw her support and participation on behalf of Montessori to avoid "unpleasantness" in view of Dr. Montessori's personal "idiosyncracies" and "utter lack of responsibility." Opposition from the traditional educational community in America also arose at that time to finally deter the Bell's tentative initial efforts for "a new education." Such efforts were not to reemerge significantly in America until well after Dr. Montessori's death in 1952.

The contribution of Alexander Graham Bell to Montessori education in America is noteworthy, coming as it does from the inventor of such a useful and impactful device for communication as the telephone. "Communication" itself therefore emerges in history as a critical factor in the progress of the work of creating a "new education." The early failures of such communication in America reveal the depth of attachment to prejudice in adult society concerning the child and its education.

Prejudice

Cont'd. from Page 3, Col. 2

Benevolent Dictator

> *"The kind of education still in vogue condemns the teacher to be a dictator teachers of the older school hold firmly to irrational rules and have little to guide them but illusion and prejudice."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 240*

Bound within one's own prejudicial view of the child's nature as "weak", "docile", "whimsical" or merely "empty", the typical teacher is virtually compelled to unconsciously play out the role of "benevolent dictator"; i.e., however sweetly, to impose a "reality" on the child consistent with the common beliefs and customs of adult society as communicated essentially through one's own parents from early childhood. By contrast, Montessori teaching necessarily implicates a growing awareness of those various unconscious inner prejudices about the child which so compel tyrannical impositions through one's automatic reactive behavior. Such awareness enables a natural disengagement from the role of "benevolent dictator" and conscious restraint of its detrimental effects through "teaching". Preparation for Montessori teaching is thus a continuous process of discovery of unknown error within the teacher in one's association and work with children.

Unknown Error

> *"The adult must find within himself the still unknown error that prevents him from seeing the child as he is. If such a preparation is not made he can go no further."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p. 15*

Awareness of specific inner prejudices about the child results in a gradual correction of detrimental behavior which automatically emanates from such prejudices. One's correction of such detrimental behavior invariably results in a more non-teaching, observant adult demeanor; i.e., behavior consistent with that which enables the emergence of the child's true "normalized" nature.

Revealing the Child

> *"The revelations of the child are not at all so difficult to obtain, the real difficulty lies in the adult's old prejudices concerning him."*
>
> **Maria Montessori**
> *from* **The Formation of Man**, p. 22

The child's revelation of its own true nature emerges spontaneously of itself in a psychic space which is absent the effects of prejudicial impositions from the adult. Montessori teaching is thus seen as more an "inner preparation" and "non-teaching" than it is the conventional manipulation of external effects commonly associated with traditional education. One's discovery of commitment to the three "Montessori" principles; i.e., (1) "observation"; (2) "individual liberty"; and (3) "preparation of the environment", shows that a complete mastery of Montessori teaching does indeed entail a natural process of restraining one's outer expression of prejudices regarding the child and its education.

* * *

The Children's Place

Cont'd. from Page 1, Col. 1

regular participation in the Annual Katy Rodeo Parade. The children actively participate in the work of creating and building the school floats for the parade. In 1984, the Children's Place entry in the Rodeo won first place.

For further information, contact: Judy Crockett, The Children's Place, 5024 East 5th St., Katy, Texas 77449. Tel. (713) 391-2909.

Positions & Placements

Montessori Teacher: Head Teacher Montessori Preschool. Salary: $1000.00 per month. Requirements: Must have one year Montessori Training; must have one year Montessori experience working with children; must have Montessori Certification. Apply at Texas Employment Commission, El Paso, Texas or send Resume to Texas Employment Commission, Texas Employment Commission Building, Austin, Texas 78778. J.O. #3943068. "Ad Paid by an Equal Employment Opportunity Employer"

Letters to IMS

Cont'd. from Page 3, Col. 1

December 28, 1984

Dear Lee,

I have read your response to my first lesson several times and get more out of it with each reading. I really appreciate the depth of detail in your response. I have already become less directly involved with fights between my children, and I already see a reduction in the number of these fights.

There is certainly a lot of meat in your response, which I am just beginning to digest.

Looking forward to your next communication.

Sincerely,

Ellen Contois
Wentworth, New Hampshire

Ed. Note: Ellen Controis is a student in the Society's independent study course. Her comments relate to her experience and results concerning the first lesson of the 22-lesson course conducted entirely through mail correspondence.

REMINDER

To make sure that you keep receiving your Montessori Observer newsletter, please renew your membership subscription promptly. The expiration date of your membership should be clearly visible on the mailing label.

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Prejudice

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The Montessori Society OBSERVER

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Where is "Montessori" Today?

Montessori today is essentially where it has always been since the "normalized" child was discovered by Dr. Montessori in her first Children's House in Rome, Italy in 1907; i.e., completely within oneself as a reality of commitment to the three fundamental "Montessori" principles of nature: (1) "Observation"; (2) "Individual Liberty"; and (3) "Preparation of the Environment". This reality continues to express itself outwardly in the present moment as a process of creating Dr. Montessori's vision of a "new education"; i.e., to free the child from all forms of adult tyranny to enable the emergence of its true "normalized" nature in the world.

Superficially, "Montessori" appears today as an outer form of a growing, widespread assortment of schools and other entities which generally comprise what has come to be known as the Montessori community; i.e., that which is identified with certain specific standardized materials, external behavior of children and teacher certification according to various rationale, philosophy and interpretations associated with the term "Montessori".

Underlying the popular opinion and conscious awareness as to "Montessori" in society there lies the real creative energy and spirit which activates all the vital growth and progress of Dr. Montessori's "new education". Such energy is reflected in outer form as a probing inquiry into the nature of the child and consideration of the meaning and purpose of "Montessori" itself. The direction of this consideration appears as a gradual reconstruction of "Montessori" in the world to reveal its true underlying work and purpose on behalf of the emergence of the "normalized" child in reality.

"Montessori" today therefore finds itself in considerable confusion, turmoil and controversy with regard to its own identity - a sort of swirling mass of dispute, opinion and interpretation amid a vast proliferation of schools and programs generally associated with the "Montessori" label. Although such proliferation has brought Montessori superficially to the attention and awareness of a wide spectrum of the general public, there yet remains a massive ignorance as to its underlying true purpose on behalf of the "normalized" child.

Confusion as to "what is 'Montessori'?" is evident in the emerging diversity of new Montessori organizations and support services which have recently appeared to serve the growing Montessori community. Such confusion is likewise evident in the continuing problematic relationship between government agencies and the private Montessori school community for whom such agencies have assumed regulatory responsibility.

Since Montessori schools are generally regulated in the same way as traditional day care centers, a tension arises with regard to various requirements such as teacher training qualifications, staff-child ratios and group size requirements. Government agencies must fairly determine how to regulate schools associated with the "Montessori" label which increasingly represent a significant diversity of expression and organizational affiliation. Resolution of regulatory difficulties can no longer be achieved by merely deferring to the popular opinion and presumed authority of certain specified dominant organizations in the Montessori community. Government agencies must now expand their awareness of true Montessori in view of the recent emergence of new Montessori organizations, such as the International Montessori Society, which challenge the prevailing popular opinions held in society about "Montessori".

The International Montessori Society, formed in the United States in 1979, challenges the popular opinion of Montessori as commonly asserted in the past by such entities as the American Montessori Society (A.M.S.) and the Association Montessori Internationale (A.M.I.). The new

Cont'd. on Page 3, Col. 1

The New Child

"The great majority of teachers, in the absence of sufficient training and experience, end by thinking that the 'new child', so eagerly expected and of whom so much has been said, is nothing but a myth or an ideal."

Maria Montessori
from **Absorbent Mind**, *p. 270*

Child working with cards and counters to associate number with quantity at the Ideal Montessori School (Jamaica, New York).

Ideal School in New York

The Ideal Montessori School (Jamaica, New York) was founded in 1983 by **Mrs. K.P. Chandu.** This Society member Montessori school presently offers its program to children from the age of 2½ to 9 years of age. The program will be extended to include children up to the age of 12 years in the future.

Mrs. Chandu, founder and director of the Ideal School, has been in education in the capacity of a teacher, principal and educational director for 25 years. She has been extensively involved in introducing Montessori in the day care setting for very low income families in New York City.

The school program runs from 8 am to 3 pm daily throughout the academic year from September to June. Special instructions are provided in Spanish, music and speech.

For further information, contact: Mrs. Chandu, Ideal Montessori School, 86-25 162nd, Jamaica, New York 11432, Tel. (718)523-6237.

Society

by Lee Havis

> *"The society of little children . . . are guided by the magical powers of nature . . . We must value it and treasure it, because neither character nor the social sentiment can be given by teachers. They are products of life."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 234*

Little children in an environment of complete commitment to the three "Montessori" principles, i.e., (1) "Observation"; (2) "Individual Liberty"; and (3) "Preparation of the Environment", eventually reveal a "normalized" society as that which spontaneously expresses a complete harmony, peace, sympathy and respect for one another. Such harmonious relationship among "normalized" children appears in sharp contrast with today's society dominated by fear, oppression and disrespect among people throughout the world. Adult society therefore reflects an enormous condition of tyranny over the child to deter emergence of its true "normalized" nature as envisioned by Dr. Montessori's "new education".

Adult Society

> *"An adult society is not a suitable environment for children, but rather an aggregate of obstacles that strengthen their defenses, warp their attitudes and expose them to adult suggestion."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p. 109*

Adult society generally reflects a dominant prejudicial "reality" inconsistent with that of the "normalized" child. Teachers and parents tend to view the child as essentially "empty" and needful of some sort of adult "instruction" so as to properly instill the basic values, customs and direction of adult society. Such instruction may even be considered as a compelling "duty" on behalf of a self-professed "responsibility" in the care of children under one's supervision.

Duty of Adult

> *"The erroneous belief has persisted that it is the duty of the adult to fashion the child according to the pattern required by society."*
>
> **Maria Montessori**
> *from* **Peace and Education**, *p. 18*

Parents and teachers typically believe their duty is to "teach" values, such as obedience to certain externally-imposed authority. The wide-spread agreement in society as to the "need" for such teaching readily harmonizes with one's own prejudicial view of the child as "empty" in this regard. Even ordinary teaching of academic subject matter necessarily communicates to children many underlying values, rules, customs and other such social conventions. Underlying prejudices centered around the presumed "need" to teach values are not generally recognized as such, but rather as a sort of absolute, unquestioned "truth"; i.e., that which prevails in society as a massive sea of popular opinion.

Absolute Truth

> *"The solidarity of adult society . . . assumes the power of suggestion and the appearance of an absolute truth upon which all agree."*
>
> **Maria Montessori**
> *from* **The Formation of Man**, *p. 69*

The ordinary adult finds that one's own deeply engrained prejudices about the child and its fundamental "need" for adult instruction is conveniently reaffirmed by dominant institutions and popular opinion in society. Adult pride and sense of well-intentioned "responsibility" tends to further suppress awareness of one's tyranny and repression of the child's spirit which generally accompanies ordinary adult "teaching".

Collective Subconscious

> *"A kind of 'subconscious organization of defense' is achieved by all parents in the world. All lean upon each other. The whole of society forms a collective subconscious wherein all act in complete agreement when they remove and suppress the child."*
>
> **Maria Montessori**
> *from* **The Formation of Man**, *p. 68*

The opinion and approval of others readily reinforces a vast range of adult suppressions of the child; i.e., ignoring an infant's cries of pain on the assumption that it is somehow "natural" or "expected"; encouraging a child to repress its unpleasant feelings on the assumption that such expression is "impolite"; imposing the adult's own priorities and scheduling for learning rather than following that which is revealed by the "teacher within" the child itself. Such conventional repressions of the child reflect a sweeping "camouflage" which hide deeply buried feelings of tension, fear and pain from one's own similarly repressed early childhood experiences. Such repressed experiences and feelings invariably permeate and color all social interaction and relationship with others in adult society.

Camouflage

> *"Conventions which camouflage a man's true feelings are a spiritual lie which help him adapt to the organized deviations of society . . . This is the terrible lie lurking in the deepest recesses of the subconscious."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p. 176*

A web of deceitful conventions, masquarading under the camouflage of "politeness" and "diplomacy", characterize the cohesive bonding of ordinary adult social engagement. Such conventions are a customary and routine aspect of that which is acquired by children through traditional education.

Ordinary Schooling

> *". . . The discipline and conventions of an ordinary school are shot through with deceit."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p. 175*

Despite an external gloss of attention to academic subject matter "teaching", ordinary schooling serves essentially to instill and reinforce the underlying dominant values and popular opinions of adult society; i.e., obey external authority, repress one's own true feelings; maintain a deceitful, insincere facade of "politeness" acceptable to others, etc. By contrast, Montessori education serves a creative purpose on behalf of a new social order in the world, consistent with the nature of the "normalized" child; i.e., reflecting a society of spontaneous cohesion, order, cooperation, sympathy, mutual respect and appreciation in the company of others.

Cont'd. on Page 3, Col. 2

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April Observer

featuring

Feelings

The Montessori Observer

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Lee Havis, Executive Director

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LETTERS TO IMS

January 25, 1985

Dear Sir:

I am interested in perhaps requesting funds for our staff development budget that would make it possible for our pre-school teacher and kindergarten teacher to receive additional training by correspondence.

Please send details as to the complete cost of your 22 lesson course and suggest a reasonable time frame in which the course should be completed.

Our school is small, 80 students from 26 different nations in pre-school through eighth grades. We utilize an American curriculum enhanced by instruction in French and German languages and computer assisted instruction. We would like to know more about your society.

Sincerely,

Don O. Hill, Director
International School of Prague
Prague, Czechoslovakia

Where is "Montessori"?

Cont'd. from Page 1, Col. 2

Society asserts "Montessori" as complete within oneself as a commitment to precisely three fundamental principles of nature. This assertion expresses itself as an invitation to specific action on behalf of such commitment which arises generally as a distinction between: (1) "Montessori" as external form, such as that which amounts to a limited set of prescribed, standardized materials, presentations and various conceptualized rationale and (2) "Montessori" as an inner commitment to three fundamental principles of nature whose application with children assures the emergence of the "normalized" child. Such distinction is evident as a consideration of "what is 'Montessori'?" and finds expression in issues such as membership association of Montessori schools, government regulations and teacher training.

The Montessori schools are necessarily deeply involved in the practical inquiry as to "what is 'Montessori'?" in communication with parents and in meeting licensure requirements imposed by government regulation. Montessori school administrators are therefore beginning to work together for solutions to commonly-shared regulatory problems. Such cooperative work and communication invariably promises to extend awareness of their common underlying purpose and commitment on behalf of the "normalized" child—as opposed to the more limited goals of economic benefit and propogation of some sort of belief system associated with the "Montessori" label.

The current controversy surrounding "what is 'Montessori'?" continues to evidence a lively and necessary challenge

Cont'd. on Page 4, Col. 3

A Simple Lesson

To obtain a simple lesson is a very difficult task.

Maria Montessori
from Montessori Method, *p. 113*

Society

Cont'd. from Page 2, Col. 3

An Orderly Society

> *"Children unaided can construct an orderly society. For us adults, prisons, police, soldiers and guns are necessary. Children solve their own problems peacefully."*

Maria Montessori
from **Absorbent Mind**, *p. 285*

The Montessori "normalizing" environment enables the children themselves to create their own "society" in the process of spontaneous interaction, work and activity which naturally occurs in such an environment. The children generally resolve problems with each other on their own since the teacher restrains her own direct intervention in moments of dispute and error. Experience has shown that the solutions that children themselves find to their social problems tend to reveal a far more perfect and satisfactory resolution than would otherwise result from the adult's own imposition of some direct correction or control. There emerges from such a "normalizing" environment a beautiful, natural cohesion and social unity of complete harmony, justice and love among the children.

Cohesion in Social Unit

> *"unity born among the children, which is produced by a spontaneous need, directed by an unconscious power, and vitalized by a social spirit, is . . . 'cohesion in the social unit.'"*

Maria Montessori
from **Absorbent Mind**, *p. 232-233*

"Normalized" children together—having acquired an inner integration of personality and harmony with others—evidence a natural tendency towards social cohesion to constructively support and nurture one another. Such cohesion in the social unit arises ultimately from the adult's effective application of Montessori principles which necessarily includes the preparation of an organized arrangement of physical objects to enable the children to work out the various practical problems which ordinarily arise in the social setting.

The Work of Others

> *". . . if there are too many things, or more than one complete set for a group of thirty or forty children, this causes confusion . . . There is only one specimen of each object . . . Important social qualities derive from this . . . The child comes to see that he must respect the work of others."*

Maria Montessori
from **Absorbent Mind**, *p. 223*

The organization of the child's physical environment serves directly to enhance social development. Notably, with only one specimen of each object in the environment, children must necessarily learn to respect the work of others and to exercise a due patience and courtesy in this regard. The use and purpose of physical objects therefore extends far beyond the learning of academic subject matter to include the exercise of self-discipline, patience and cooperation.

Cont'd. on Page 4, Col. 1

Positions & Placements

Montessori Teacher: (6-12), opening for Senior Elementary Teacher for fall 1985. Good salary, benefits and opportunity to work and grow with school owned and operated by Joh and Hanna Laven, pioneer Montessorians for over 40 years. School is established in two mansions, on the edge of the prestigious Monte Vista area, just north of downtown San Antonio, Texas. Teachers should send a resume to: Kriterion Montessori School, 611 West Ashby Place, San Antonio, Texas 78212, Attn: Andreas Laven.

Montessori Teachers: (3-6), (6-9), primary director/ess (3-6) possibly afternoon class. School is well-established, 20 years old, new building. Send letter of application, and references to Staff Search Committee, Montessori School of Champaign, 1403 Regency Dr., Savoy, Illinois 61874.

Montessori Teachers: Minneapolis-St. Paul area, privately owned elementary school seeks qualified levels 1-3 and 4-6 director/ess for September 1985. The Twin Cities is a beautiful place in which to live and offers a high quality of life with the culture and arts of a large metropolitan area. Please contact: Lucy McKay, 3450 152nd Ln. N.W. Andover, Minnesota 55304, Tel. (612)427-8508.

Montessori Teacher: (2-6), (6-12). Beginning in fall, 1985, openings for both an elementary and a primary directress. Seton Academy is willing to sponsor Montessori training for a qualified candidate. Private school in a near-Western suburb of Chicago, drawing from a broad socio-economic spectrum with families from both city and suburbs. Catechesis after the method of Montessori and Cavalletti is an integral part of the curriculum. Faculty candidates must be practicing Catholics. Write: Seton Academy, P.O. Box 192, River Forest, IL 60305.

Announcements

Kodaly Center of America is sponsoring a music education course for teachers of young children June 24-28 at the Center (Newton, Massachusetts). Katalin Forrai, Kodaly authority from Hungary, will direct course which includes a live demonstration by a kindergarten class of inner city children. Course includes learning songs, games and Kodaly music techniques. For information and preregistration, write: Kodaly Center of America, 295 Adams St., Newton, Massachusetts, 02158. Tel. (617)332-2680.

The Troublesome Child

> *"If . . . there is some child who persistently annoys the others, the most practical thing to do is to interrupt him . . . interruption may take the form of . . . showing a special and affectionate interest in the troublesome child."*

Maria Montessori
from **Absorbent Mind**, *p. 279*

Vol. VI, No. 3
March, 1985

Society

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Cont'd. from Page 3, Col. 2

The Company of Others

> *"The undisciplined child enters into discipline by working in the company of others, not by being told that he is naughty."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 245-246*

The practical resolution of many social problems in the Montessori environment is a continuing process of exercise and practice to acquire a natural discipline and courtesy with others. The teacher's conscious restraint of any action to intervene, judge, arbitrate or control of social problems among the children considerably enhances the development of a profound self-discipline. Although a particular solution to some dispute might seem quite surprising or even "unfair" to an adult observer, the "normalized" society of children ultimately reveals a depth of justice, love and sympathy which far exceeds that which would be conventionally predictable or customary in the adult society of today.

A New World

> *"Normalization of adult scoeity . . . must be done through education. A social change of this type cannot come about from the ideas and energies of individual reformers but from a slow and steady emergence of a new world in the midst of the old, the gradual appearance of the world of the child . . ."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p. 207*

The "normalized" society of young children in the Montessori environment clearly reveals a vision of a "new world" which is gradually arising in the midst of today's adult society so dominated by deceitful convention, prejudice and oppression. The creation of such a "new world" necessarily begins within one's self as a realization of a complete commitment to the three fundamental Montessori principles. Expression of such an empowering commitment with children is that which is creating a "new education" to assure the emergence of the "normalized" society of the child in the world today.

Child working with "number rods" at the Ideal Montessori School (Jamaica, New York).

Disorder

> *". . . disorder of the first moment is necessary . . . do nothing but watch.*
>
> **Maria Montessori**
> *from* **Montessori Method**, *p. 89*

REMINDER

To make sure that you keep receiving your Montessori Observer newsletter, please renew your membership subscription promptly. The expiration date of your membership should be clearly visible on the mailing label.

Where is "Montessori"?

Cont'd. from Page 3, Col. 1

and inquiry before the Montessori community and in the general public. Whatever outward confusion, controversy, disharmony and dispute which may appear in this inquiry is merely a superficial secondary effect reflecting the deeper underlying creative activity which is at work within oneself on behalf of Montessori's true purpose.

Although the future of Montessori is inherently uncertain, its present creative energy suggests a continued steady progress of inquiry, growing awareness and discovery as to its essential meaning and purpose in society. Such inquiry is necessarily an essential expression of the present moment reality of Dr. Montessori's vision of a "new education" in the world from which the "normalized" child is gradually emerging.

Vol. VI, No. 4

April, 1985

IMS

The Montessori

OBSERVER

Feelings

Published by the International Montessori Society • 912 Thayer Ave. • Silver Spring, Md. 20910 • Phone (301) 589-1127

Nebraska Approves IMS Training Course

The State of Nebraska has now formally recognized the Society's independent study course, primary level (2-6), as meeting that state's qualifications for the position of director, teacher and assistant teacher. *See* "Letters to IMS" on page 3. **Deb Dawson**, Licensing Consultant for the Department of Social Services, also confirmed that such recognition would extend likewise to the Department's new proposed qualifications for preschool staff in that state should they be promulgated.

Nebraska now joins other states, such as California, Neveda, Kansas, Indiana and Georgia, which have given their formal approval to the Society's basic 22 lesson course for Montessori teacher certification. Similar recognition is also pending in many other states revealing a considerable growing acceptance of the Society's unique spiritual preparation for Montessori teaching. Such a spiritual preparation, viewing Motessori as a commitment within oneself, is in sharp contrast with the popular viewpoint of Montessori training which is generally define by various standardized presentations of certain materials, various vague conceptions about the child and specified academic routine and content

Cont'd. on Page 3, Col. 1

The Real Materials

"Virtues are the necessary means . . . by which we attain the truth."

Maria Montessori
from **Spontaneous Activity in Education,** *p. 136*

Popular opinion in society generally views "Montessori" as a compilation of concepts and a physical environment associated with certain specialized materials and apparatus. Such materials therefore assume almost magical powers which somehow appear to engender the phoenomena of deep concentration and "normalization" in children. Accordingly, conventional Montessori teacher training tends to place a foremost emphasis on the mechanical techniques of handling and presenting various physical objects. Such a conventional training program would be considered inferior, inadequate or substandard unless it contained a certain prescribed number of hours of exposure to the

Cont'd. on Page 4, Col. 3

Creative movement at the Calumet Region Montessori School (Hobart, Indiana), directed by Laura Elmore.

Creative Arts in Hobart, Indiana

The Calumet Region Montessori School in Hobart, Indiana is presently offering a special one-year creative arts program under the direction of "artist in residence" **Laura Elmore**. This program, funded by a $5,000 grant from the Indiana Arts Commission, enables children at the school to participate creatively in a wide range of organized art activities such as dance, movement, weaving and photography.

Ms. Elmore, an accomplished dancer and former director of a dance troupe in Indianapolis, prepares her creative arts sessions with the intention to stimulate originality and let the children develop their natural abilities at their own pace. She states that "they gain a self-awareness, a confidence that they can move . . . I do not correct mistakes . . . Rather than praise individuals, I encourage independent thinking."

The Calumet Region school has an enrollment of 174 children aged 14 months to 12 years and is in its 20th year of operation. In addition to Ms. Elmore's creative arts sessions with the children, Latin and cooking are featured aspects of the elementary program with Physical Education and swimming for children at all age levels.

This IMS member school has experienced a considerable expansion of its program in recent years, growing from 70 children in 1981 to its current enrollment of 174. Plans for the fall of 1985 include a new parent-infant program for children ages 6 months to 14 months in which parents will meet together for 1½ hours one day per week.

Patricia A. Meyer, director of the school since 1981, wrote the proposal for funding of the present creative arts program and supervises the overall school operation which functions with a budget of $125,000. Ms. Meyer holds a master's degree in school adminstration and is an active community leader in the areas of mental health and special education.

For further information, contact: Patricia A. Meyer, Calumet Region Montessori School, 2109 East 57th Ave., Hobart, Indiana 46342, Tel. (219) 942-9410.

Feelings

by Lee Havis

> *"children . . . feel in themselves a true delight in activity, a real joy in hard work, in finding the beauty of work, in comforting the unhappy, and helping the weak."*
>
> **Maria Montessori**
> *from* **Absorbent Mind,** *p. 241*

The naturally joyfull feelings of children reach their full expression in the "normalizing" environment of complete commitment to the three fundamental Montessori principles: (1) "Observation"; (2) "Individual Liberty"; (3) "Preparation of the Environment". The "normalized" child thus reveals a complete integration and harmony with its environment whereby love, joy and sympathy with others spontaneously emerges as a unity of spirit with all being.

Expressions of anger, fear and sadness, so commonly evident with children in ordinary everyday life, reveal the depth of emotional challenge, struggle and opposition which is necessarily entailed in the emergence of the "normalized" child in the world. The child's struggle against a tyrannical adult society generally implicates the formation of feelings of revulsion, resignation and fear which customarily arise within the child from its earliest infancy.

Revulsion

> *"if—from early infancy—the child feels a revulsion for the surroundings on which he depends for his development, this must necessarily prevent him from growing up normally."*
>
> **Maria Montessori**
> *from* **Absorbent Mind,** *p. 77*

The fragile, dependent newborn infant generally emerges into an unnatural environment considerably less peaceful than that which was experienced prior to birth. Hospitals and medical procedures, responding primarily to the comfort and convenience of the mother, tend to subject the helpless infant to painful, shocking treatment; e.g., induced labor, scheduled feeding, forced separation from mother, bright lights, etc. The infant's first painful cries of confusion, fear, despair and shock are routinely considered as "normal" and given little, if any, attention or genuine regard as to their later effects on behavior and mental development. The pattern of such callous insensitivity and repression of a child's feelings are typically perpetuated by parents who simply follow the popular social customs and practices in this regard. The child's dominant "reality" thus becomes an artificial, impatient adult environment with which its personality must invariably become formed, integrated and stablized.

Personality

> *"A child is forced to come to terms with his surroundings and his efforts entailed lead to an integration of his personality."*
>
> **Maria Montessori**
> *from* **Secret of Childhood,** *p. 35*

The child's "personality"—i.e., its external appearance of form, behavior patterns and mental attitude—necessarily emerges as an intimate adaptation to its environment. Such "personality" therefore comes to reflect that particular "reality" which is unconsciously communicated by one's parents through such means as judgmental impositions, habituated behavior and the daily pattern of response and reaction to a child's expression of needs and feelings.

Secret Sorrow

> *"An adult who loves children but unconsciously condemns them inflicts upon them a secret sorrow which is a mirror of his own mistakes."*
>
> **Maria Montessori**
> *from* **Secret of Childhood,** *p. 5*

The uniquely creative mind of the little child intimately "absorbs" environmental experiences that extend far beyond the mere acquisition of language, to include whatever mental order may be acquired through exposure to a wide range of parental prejudices, values and social custom. Prideful adults, unconsciously dominated by their own need for approval and acceptance from others, tend to repress and discourage a child's truthful expression of feelings—particularly those painful and unpleasant feelings which challenge one's cherished self-image of being a "good parent" or a "good teacher". The child is therefore deceitfully guided to repress its feelings of pain, fear, anger and sadness under a camouflage of superficial politeness and a pretence of presumed contentment to conform to the demands of dominant adult influences.

Camouflage

> *"Camouflage, the concealing of one's true feelings, is the lie that man builds up within himself, so that he can live, or rather survive, in a world at odds with his own natural sentiments."*
>
> **Maria Montessori**
> *from* **Secret of Childhood,** *p. 175*

The child's need to recognize and express painful feelings is ordinarily repressed by the overriding need to accommodate to the deceitful demands, illusions and prejudices of parents and teachers; e.g., to hide one's true feelings behind a mask of conformity with others; to resign and submit to the "reality" which is defined and given by those adults who assume the role of "teacher" in the child's environment. Repressed feelings of pain, fear and anger are thus hidden under layers of resignation, guilt, blame, confusion and other judgmental thought patterns which in time come to form a deeply ingrained mental order within the child's personality. Such mental order thereby serves to defend against the full realization of pain emanating generally from early deprivation of biological needs during infancy.

Montessori teaching, as notably distinct from conventional education, recognizes the free expression of all feelings, both paintful and joyful, as an essential exercise and expansion of the child's spiritual development. The adult oneself is the primary object of such emotional learning by the child.

Exercise of Feelings

> *"We are their 'stimuli', by which their feelings should be exercised . . . For the intellect, we have the various objects, colors, forms, etc., but for the spirit, the objects are ourselves."*
>
> **Maria Montessori**
> *from* **Spontaneous Activity in Education,** *p. 331*

The child's spiritual development emerges as a lively expression of feelings

Cont'd. on Page 3, Col. 2

Look for the
May Observer
featuring
Physical Objects

The Montessori Observer

published by
INTERNATIONAL MONTESSORI SOCIETY
912 Thayer Ave
Silver Spring, MD 20910
(301) 589-1127
Lee Havis, Executive Director

The Montessori Observer is mailed eight times each year to IMS members throughout the world. The *Observer* is sent during the following months: Jan., Feb., March, April, May, Sept., Oct., and Nov. The purpose of this publication is to provide news and information about the development of Montessori education to extend awareness of Montessori principles and promote harmony within the Montessori community.

INTERNATIONAL MONTESSORI SOCIETY

The International Montessori Society is sponsored by Educational Services, Inc., a non-profit corporation organized in Maryland, U.S.A. The purpose of IMS is to support the effective application of Montessori principles throughout the world.

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LETTERS TO IMS

March 18, 1985

Hello Lee,

I feel that I am now really learning something about the normalized child and the work that I have done I have used in the classroom and I see results.

I think its wonderful to stand back and observe more.

Thanks again

Terri Nelson
Gold Hill, Oregon

Ed. Note: Terri Nelson is a student enrolled in the Society's independent study course and is commenting as to her experience with children in this regard.

April 3, 1985

Dear Mr. Havis,

Please accept this letter as formal notice that the International Montessori Society's independent study course titled Primary Teacher Program is approved as meeting Nebraska's licensing regulations for the following day care center positions—director, teacher, and assistant teacher.

Should the Department of Social Services' proposed qualifications for preschool staff be promulgated, this approval would extend to the director and teacher positions for this licensing category as well.

Sincerely,

Deb Dawson
Department of Social Services
Lincoln, Nebraska

Dear Mr. Havis,

It is very encouraging to read in the Montessori News (Jan. '85) that the State of California has recognized the IMS independent study course as fully qualifying individuals for teaching in Montessori schools upon verification of completed coursework.

In California, however, there are four other matters of utmost importance that have to be settled: (1) teacher pupil ratio, which currently is 1:12; (2) minimum space requirement per child in the classroom, which is 35 square feet per child; (3) capacity curtailed by the number of toilets, i.e., 15 childen per toilet, and (4) outdoor activity space to be at least 75 square feet per dhild, based on the total licensed capacity.

I am sure other Montessori schools are experiencing similar restrictions, and it will help to get their reactions. I would also like to know your personal feelings about this matter.

Sincerely,

Francis Dos Remedios
Fremont, California

Ed. Note: The State of California has a procedure to permit waiver from certain restrictions upon written justification. The Society has prepared a statement of standards appropriate for Montessori schools and will provide this information upon request.

Nebraska Approves

Cont'd. from Page 1, Col. 1

rather more characteristic of the conventional approach to education.

Current enrollment in the Society's independent study course includes student located widely throughout the United States and elsewhere participating in this profound communication entirely through mail correspondence. Notably, the course's first graduate, **Marlene Bonk**, is presently a Montessori teacher in the State of Nebraska where the course has just now become recognized. For application and further details about the Society's Montessori teacher training program, contact: IMS, 912 Thayer Ave., Silver Spring, Maryland 20910.

Feelings

Cont'd. from Page 2, Col. 3

and emotions. Such expression necessarily requires the adult's open acceptance of all such feelings by a patient restraint of one's own reactive emotionality. In addition, the adult must be friendly and responsively disposed towards a child's affectionate impulses and spontaneous expressions of joy and pain.

Affection

> *"We must never force our caresses on him . . . nor must we repel his outbursts of affection, even when we are not disposed to receive them, but must respond with sincere and delicate devotion."*
>
> **Maria Montessori**
> *from* **Spontaneous Activity in Education,** *p. 332*

Warm affection and friendly, responsive sympathy are naturally entailed in one's effective Montessori teaching with children. A child's spontaneous expression of feelings is generally directed towards the adult as its primary object of love, joy and affection in the environment. The adult must therefore be generously disposed to receive a child's spontaneous expression of feelings and sentiments. Similarly, the adult finds in one's relationship with the child a singular opportunity for a feeling of true peace and harmony within oneself. The child itself represents a vital means by which one's own feelings of love, joy and sympathy are deeply touched and expressed.

Touching Love

> *"The child is the only point in which there converges from everyone a feeling of gentleness and love. . . . Whenever we touch the child, we touch love."*
>
> **Maria Montessori**
> *from* **Absorbent Mind,** *p. 288-289*

Feelings of love, joy and sympathy spontaneously arise in one's association with the "normalized" child as a continual opportunity to resolve one's own incomplete experiences of pain from early childhood and discover a true spiritual harmony and relationship with all being. One's expression of complete commitment to Montessori principles with children therefore enables and assures a transformation of the common life experience of resignation, resentment and discouragement to feelings of true love and joy in harmony with the spirit of the "normalized" child.

Reading and Writing

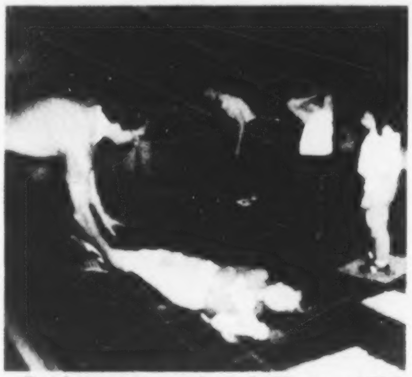
> ***"Not all children of the same age are at the same point in this matter of reading and writing. We not only do not force a child, but we do not even invite him, or in any way attempt to coax him to do that which he does not wish to do."***
>
> *Maria Montessori*
> *from* **Montessori Method,** *p. 302*

Positions & Placements

Montessori Teachers: toddler (15-30 mo.), (3-6) for Fall, 1985. Well-established (13 years) growing school located 35 miles south of Boston in scenic Duxbury. Five well-equipped classrooms containing Montessori apparatus, incorporating a whole language approach. A working greenhouse, small farm-like atmosphere with well-equipped outdoor area. Send resume, references and letter of intent to: Munch-Kin Montessori, 145 Loring Rd., Duxbury, MA 02332. Tel. (617) 934-5020 or (617) 934-6826.

Montessori Teacher: (3-6) for Fall, 1985. One year Montessori training and eligible for transfer to state teaching certificate. Lovely mountain location in East Tennessee bordering Virginia and North Carolina. Montessori preschool class has 26 children with extended day (5-6 yrs.). Elementary school (not Montessori) has 100 students, small classes and individualized programs. The school won Chamber of Commerce "Small Business of Year—1983". Administration operated. J. Wilson, Ashley Academy, 916 Lacy St., Johnson City, Tennessee 37601. Tel. (615) 929-7888. Send resume/references.

Montessori Teacher: (2-6), good salary, good benefits. Located in and near cultural resources. School has 83 years of service to community. Contact: Nazareth Nursery, 214 West 15 St., New York, NY 10011, Tel. (212) 243-1881.



Development gymnastics at the Montessori Children's House in McGregor, Texas.

Montessori in McGregor Texas

The Montessori Children's House in McGregor, Texas was founded by **Jerry M. O'Donnell** in December, 1983. Since then, the school has grown rapidly to accommodate its present enrollment of 75 children ages 2 to 9 years.

This IMS member school is under the administration of Mr. O'Donnell whose background includes a master's degree in home and family counselling. Mr. O'Donnell supervises a program which provides a full day Montessori session with day care from 6:30 am to 6:00 pm daily. Special features include music, developmental gymastics and parent education.

For further information, contact: Jerry O'Donnell, Montessori Children's House, 529 W. Highway 84, McGregor, Texas 76657. Tel. (817) 840-4100.

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Feelings

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April, 1985

Children working on language exercise at Montessori Manor South School in Des Moines, Iowa.

Manor School in Des Moines, Iowa

The Montessori Manor South School of Des Moines, Iowa, directed by **Karen McCarthy,** offers full and half day Montessori sessions for children from 2 to 6 years of age. This IMS member school serves an enrollment of about 40 children and includes instruction in French, tumbling and field trips which are integrally included in the regular school program.

Plans for summer, 1985 include a special enrichment course conducted by the school's French teacher, **Sheri Lane-Williamson.** This course will be taking a "trip around the world" with each stop to include a cultural experience and a sampling of its cuisine.

Mary Stroh, president of the school, notes with pride the considerable experience and accomplishments of the school staff. She states that "our parents are totally supportive and our children are wonderful."

For further information, contact: Mary Stroh, Montessori Manor South School, 1801 McKinley Ave., Des Moines, Iowa 50321, Tel. (515) 287-6206.

The Psychologist

". . . the teacher . . . must be more a psychologist than a teacher."

Maria Montessori
from Montessori Method, p. 173

REMINDER

To make sure that you keep receiving your Montessori Observer newsletter, please renew your membership subscription promptly. The expiration date of your membership should be clearly visible on the mailing label.

Real Materials

Cont'd. from Page 1, Col. 1

presentation of a specific quantity and content of materials. So conceived, Montessori education amounts to a rather superficial, mechanical pattern of adult behavior concentrated essentially on the presentation of physical objects.

By contrast, the Society represents "Montessori" as an intangible inner commitment within oneself wherein the real materials to master in one's association with children are not physical objects *per se*, but rather various inner qualities of character, i.e., virtues of the spirit such as courage, patience, humility, integrity and faith. It is mastery in the application of these inner means of the spirit—not the superficial manipulation and presentation of certain specified physical objects—which requires one's foremost attention and preparation for the type of Montessori teaching which enables and assures the emergence of the "normalized" child.

The Society's preparation for Montessori teaching—communicated essentially through its 22 lesson independent study course—therefore entails a profound examination of one's self to face unconscious prejudices and reactive tendencies which fundamentally deter the emergence of the "normalized" child. Such an inner spiritual preparation necessarily includes the manipulation and presentation of physical objects to children as an appropriate expression of one's complete commitment to Montessori principles—not as a set of predetermined presentations to follow according to a prescribed ritual and sequence of rigidly defined adult behavior. Mastery of the effective presentation of physical objects to children emerges therefore as a spontaneous reflection of one's mastery in the handling and application of one's own courage, humility, integrity, patience and faith. Such inner qualities of the spirit are the real materials of Montessori education.

Vol. VI, No. 5

May, 1985

The Montessori OBSERVER

Physical Objects

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Children working together at the Montessori Children's House of Shady Oaks (Redding, California)

Shady Oaks in California

The Montessori Children's House of Shady Oaks (Redding, California) was formally established in its present location by **Marion Darancette** in Fall, 1984. This school evolved from her efforts on behalf of Montessori education in Redding, California since 1981.

Ms. Darancette, founder and director of this Society member Montessori school, brings to her current responsibility a substantial background and experience over a period of some twenty years in Montessori education. Such experience includes the establishment and direction of numerous Montessori schools in the United States and Mexico during that period of time.

The present teaching staff at Shady Oaks have among them a considerable wealth of experience and background with children and education. Substantial community support of the staff and program operation is evident with a current enrollment of about 40 children and a large waiting list besides.

Since four members of the school staff are now enrolling into the Society's Independent Study Course, a considerable further preparation for Montessori teaching will certainly emerge to assure the school's continuing expansion of the work of creating the "new education" in the Northern California area. Plans are already underway to expand current program operation in coordination with a local non-profit parents' group to establish an elementary program for children ages 6-9.

Special features of the Shady Oaks school include music, French as a foreign language, a summer Montessori program and parent education. Adjunct staff are also provided to offer assistance with movement and dance, violin, piano, special education and physical fitness.

For further information, contact: Marion Darancette, Montessori Children's House of Shady Oaks, 3500 Churn Creek Rd., Redding, California, 96002. Tel. (916) 222-0355.

Serving the Spirit

"We do not serve the child's body ... he should not be served in this sense ... We have to help the child to act, will and think for himself. This is the art of serving the spirit ..."

Maria Montessori
from **Absorbent Mind**, *p. 281*

Society Appeal Set for Argument

The Society's court challenge to its prohibition of operation of a teacher training program in the state of Maryland has been tentatively set for oral argument before the Fourth Circuit Federal Court of Appeals (Richmond, Virginia) at their Summer, 1985 session. In this case, the Society asserts a denial of constitutional rights in the operation of private education. Notably, the Society has characterized the state of Maryland's policy over private education in that state as tantamount to a system of "academic content censorship."

A court-ordered injunction is sought to operate the Society's teacher training program in that state, as well as monetary damages for adverse actions and practices of the Maryland State Board for Higher Education during certain administrative procedures. The appeal also seeks interest on costs awarded by a prior favorable court judgment won by the Society in this matter.

In May, 1985, the Society completed submittal of its appeal briefs and now awaits response from the state of Maryland. When all such briefs are properly before the court, a specific date for oral argument of this case will be determined. Interested parties are invited to contact the Society as to the exact date for oral argument or other details of this basic court challenge on behalf of educational freedom in the United States.

Membership Directory — 1985

The new Spring, 1985 Membership Directory of the International Montessori Society is now available, listing the entire current Society membership as of May, 1985. Notably, the directory includes a listing of 159 Montessori school members of the Society located in the United States, Canada, New Zealand, Spain and West Germany. The number of such member schools has been steadily growing each year since the Society's creation in 1979, expressing the expansion of acknowledgement of commitment to Montessori principles in the world.

Cont'd. on Page 4, Col. 2

Physical Objects

by Lee Havis

> "...our materials are not a new means to be placed in the hands of an 'active' teacher to help her with her teaching."
>
> **Maria Montessori**
> *from* **Discovery of the Child,** *p. 149*

Physical objects with children ordinarily serve as either whimsical "toys" or, in traditional education, as rather significant "teaching aids" through which the adult imparts instruction. Ordinary "teaching" therefore emerges essentially as adult interpretation of the physical environment through various presentations and explanations according to certain pre-conceived lesson plans or curriculum objectives.

By contrast, Montessori education considers "physical objects" from a perspective of complete commitment to the three fundamental Montessori principles: (1) "Observation"; (2) "Individual Liberty"; and (3) "Preparation of the Environment". Notably, the "physical objects" comprise one of the three basic components of the child's total environment (i.e., "adult", "other children" and "physical objects") which must be properly "prepared".

Preparation

> "...the teacher must refrain from interfering directly... she must prepare the environment with full knowledge of every detail, and she must know how and where to dispose the didactic material and introduce very carefully the children to exercise."
>
> **Maria Montessori**
> *from* **The Child,** *p. 23-24*

Montessori "teaching" with the physical objects aims essentially to "prepare" such objects for their independent use by children. Accordingly, "control of error", such as color coding, matching shapes and sizes and precise, uniform arrangement of parts, is a built-in feature of the Montessori "didactic" (i.e., "teaching") materials to assure their free use by children—i.e., independent of any direct adult control or supervision. Such "Preparation of the Environment" essentially invites the child's deep concentration on some self-directed activity with physical objects, thereby engendering the fundamental experience known as "normalization".

Normalization

> "The transition from one state to the other always follows a piece of work done by the hands with real things, work accompanied by mental concentration. This psychological event...we have called by the technical term 'normalization'."
>
> **Maria Montessori**
> *from* **Absorbent Mind,** *p. 204*

The child's harmonious integration with its environment—i.e., "normalization"—necessarily implicates a vital role for "physical objects" in Montessori education. Notably, the young child's uniquely creative mentality "absorbs" the natural order of the physical environment through a deep concentration and incorporates it entirely within itself. Physical objects must therefore present the child with a precise, complete and purposeful state of external order.

Order

> "The didactic material, in fact, does not offer the child the 'content' of the mind, but the order for that 'content'."
>
> **Maria Montessori**
> *from* **Dr. Montessori's Own Handbook,** *p. 136-137*

The physical objects of a "normalizing" environment (i.e., "Montessori materials") have a quality of order which generally distinguish them from such devices as "toys" with which young children ordinarily engage. The order of such "Montessori materials" therefore necessarily entails some specific preconceived goals and purposes to be discovered and experienced by the child. Most notably, very simple exercises such as pouring water, scooping beans, and sweeping the floor, are those which most frequently precipitate "normalization". Such simple "practical life" activity tends eventually to give rise to the child's "normalizing" experience of deep concentration.

Concentration

> "...the power to concentrate on something ...occurs with the exercises of practical life."
>
> **Maria Montessori**
> *from* **Absorbent Mind,** *p. 219*

The most simple of physical objects—e.g., brooms, mops, brushes, spoons, cups, etc.—most often involve an activity arousing that profound concentration from which "normalization" must invariably emerge. (Of course, the objects themselves possess no inherent power or "magic"; rather, it is the child's own creative response, activity and experience in this regard which is foremost that which generates "normalization".) Indeed, an excessive complexity and quantity of materials—common in many "educational" environments for young children—add little, if anything, to the child's opportunity to "normalize" and may even considerably deter the emergence of "normalization" altogether.

Excessive Quantity

> "...an excessive quantity of the educational material...may dissipate the attention, render the exercises with the objects mechanical, and cause the child to pass by his psychological moment of assent without perceiving it or seizing it."
>
> **Maria Montessori**
> *from* **Spontaneous Activity in Ed.,** *p. 77-78*

The proper external order for an effective "normalizing" environment for young children necessarily implicates a certain simplicity of appearance and presentation of physical objects. An excessive quantity and complexity of materials can therefore readily confuse a young child, fostering a somewhat causal attitude towards such materials. The delicate emergence of "normalization" might therefore be fundamentally deterred by an abundance of various "educational" equipment—even if such materials are all properly used.

Proper Use

> "...if children go indifferently from one thing to another, even if they use them all properly, this is not enough to remove their defects."
>
> **Maria Montessori**
> *from* **Absorbent Mind,** *p. 206*

Without the emergence of deep concentration, the child's proficiency in the proper use of materials is relatively insignificant. Mistaking such casual proficiency with physical objects for "normalization", the ineffectual Montessori teacher tends therefore to proceed with the improper and premature presentation of ever more advanced sensorial and cultural apparatus.

Cont'd. on Page 3, Col. 2

Look for the
September Observer
featuring
Teaching

The Montessori Observer
published by
INTERNATIONAL MONTESSORI SOCIETY
912 Thayer Ave
Silver Spring, MD 20910
(301) 589-1127
Lee Havis, Executive Director

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LETTERS TO IMS

April 1985

Dear People

Having completed the AMI training which took a full academic year of intense work, I am appalled to see the Independent Study Course that leads to a "International Montessori Society" certification. You obviously have no deep understanding of Montessori training if you feel that a person can become qualified to be a Montessori Guide through a correspondence course. It is shocking to see you luring people into this inadequate training by giving them the hope of implementing Dr. Montessori's principles with children. I wish Dr. Montessori was still alive so that she could tell you off in person.

I refuse to have any association with your counterfeit association.

Sincerely,

Tara Mann
Raleigh, North Carolina

Ed. Note: *Basing her opinion of "Montessori" on outer form only, without having any personal experience of the Society's Independent Study Course itself and apparently without having spoken directly to anyone who has actually completed the course as to its value and results, Ms. Mann eloquently reflects the blatant prejudice which abounds in society to deter the Society's work of creating Dr. Montessori's vision of a "new education." Ms. Mann's opinion reveals such prejudice within the Montessori community as a considerable obstacle to the emergence of the "normalized" child in the world. However, communication is expanding in this regard nonetheless as evidenced in the other letters reprinted below.*

April 19, 1985

To IMS

Please send me information on the IMS independent study course. I currently hold an AMI certificate, but your program may offer an interesting supplement. I believe we all need to work *together* and share our knowledge for the betterment of our children instead of hiding behind our own initials—AMI, AMS, IMS, PCME—we all share common goals. Thank you.

Mary DelSecco
Milpitas, CA

March 22, 1985

Dear Sir,

I do appreciate that you wrote to me and I thank you also for your other literature enclosed—"Montessori News," etc. Wishing you every success in your work for the dear children—I shall keep you and your wonderful work in my prayers! Please do remember us in yours. God Bless You and your great work!

Sr. M. John Bosco
St. Bridget's Convent
Columbo, Sri Lanka

Marketplace

School for sale. Beautiful Colorado. Well established with stable enrollment. Located in small town with growing community. Contact: Arlene Doughty, (303) 241-1266.

IMS Membership Directory—Spring, 1985.

Listing all members of the International Montessori Society as of May 1, 1985. To order, send $5.00 to: IMS, 912 Thayer Ave., Silver Spring, Maryland 20910.

Phonetic Readers. MCP Primary Readers in 4 sets of ten different readers. Each set presents ten interesting stories which emphasize a particular phonetic element. Set one: Short Vowels (MCP #1). Set two: Long Vowels (MCP #2). Set three: Consonant Blends (MCP #3). Set four: Consonant Digraphs (MCP #4). Each set is $8.92 plus $1.50 postage and handling. Order entire series for $39.18. 20% discount to Society members. Send payment to: IMS, 912 Thayer Ave., Silver Spring, Maryland 20910.

Physical Objects

Cont'd. from Page 2, Col. 3

Cultural Apparatus

> *"...experience shows that it is useless and harmful to give the children sensorial and cultural apparatus before they are ready to benefit from it."*
>
> **Maria Montessori**
> *from* **Absorbent Mind,** *p. 279*

Impatience, prejudice and inexperience compels many teachers to give children advanced cultural apparatus before they have become fully "normalized." The adult's "teaching" in this regard thus gives rise to a manipulative struggle with the child directed primarily to the transmittal of superficial cultural knowledge. Obviously, such a struggle is contrary to the effective application of Montessori principles. The relatively modest "lesson" to present materials in Montessori teaching can thus readily be converted into yet another form of tyrannical adult imposition over the child.

Lessons

> *"The assistance which the teacher should give a child in presenting the material to him consists in showing him how to use it."*
>
> **Maria Montessori**
> *from* **Discovery of the Child,** *p. 153*

A brief, simple and precise "lesson" is the Montessori teacher's customary means of occasionally showing a child the proper use of physical objects in the Montessori environment. The success of such a "lesson" depends far less on adult skill in the manipulation of some particular piece of work than it does on the child's own attention and interest in the work itself. Whatever "learning" that emerges from such a "lesson", therefore implicates the child's own creative internal activity.

Learning

> *"...internal activities act as cause; they do not react and exist as the effect of external factors. Our attention is not arrested on all things indifferently, but by those that are congenial to our tastes."*
>
> **Maria Montessori**
> *from* **Spontaneous Activity in Ed.,** *p. 160*

The young child's selective response to physical objects in its environment reveals the inherently "self-educational" nature of all learning. Effective Montessori "teaching" is therefore essentially a process to discover the child's own instinctive interest through careful, patient observation.

Observation

> *"the child educates himself, and when the control and correction of error is yielded of the didactic material, there remains for the teacher nothing but to observe ... the teacher teaches little and observe much."*
>
> **Maria Montessori**
> *from* **Spontaneous Activity in Ed.,** *p. 131*

Montessori teaching is notably distinct from traditional education in its primary function to "observe" rather than to "teach." The adult's "observation" of the child working with physical objects kindles an insight and awareness of the child's immediate interest in mental development, thereby guiding

Cont'd. on Page 4, Col. 2

Book Review

Montessori Matters —A History Manual

By ***Sr. Mary Motz***

Pub. by:

Sisters of Notre Dame
(Cincinnati, OH), 1985

The Sisters of Notre Dame continue their series of "Montessori Matters" publications for the Montessori community with their latest such effort entitled ***Montessori Matters—A History Manual.*** Written by ***Sr. Mary Motz, A History Manual*** follows the 1980 publication of her book ***Montessori Matters-a Language Manual".*** *See* ***Montessori Observer,*** *February, 1981.*

The Motz ***History Manual*** includes much of the terminology and approach considered by Dr. Montessori with regard to the introduction of History to the 6-12 year old child. Notably, the well-known "time-line" is explained and developed in a series of tangible, practical lessons which are readily employed with children. In addition, a series of simple experiments is included to enable children to discover the various laws and phenomena of nature concerning the states of matter, temperature and chemical reactions.

In brief, ***A History Manual*** offers some very useful practical guidance for the effective introduction of History to the elementary aged child. However, it must be recognized that use of this manual is necessarily restricted according to the teacher's fundamental preparation and experience in the application of Montessori principles with the elementary aged child. In addition, the assumption is implicit that the subject matter of History is presented as an integrated whole with other areas of interest that arise spontaneously from within the child, i.e. not as a part of a pre-conceived teacher-made curriculum. The complete value of any such subject matter presentation at the elementary level also assumes that children have become "normalized" through prior experience at the primary (2-6) level of Montessori education. Without such "normalization" and integration of subject matter based on interest, the value of ***A History Manual*** is considerably reduced.

Within the bounds of its proper use by a knowledgeable Montessori teacher, ***A History Manual*** can serve as a most beneficial resource guide for the introduction of History to the elementary aged child.

8 1/2 x 11, spiral bound.

Price: $15.00 (U.S.)

May, 1985
Vol. VI, No. 5

Physical Objects

Address correction requested

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The Montessori
OBSERVER

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Practical life exercise at the Shady Oaks school in Redding, California

Positions & Placements

Montessori Teacher: Pre school opening for class of five year olds, a.m. & p.m. Possibility of Summer employment. School is in its 13th year of operation, located in the Philadelphia Main Line area. Please send resume to: Lane Montessori School, Inc., 630 Clothier Rd., Wynnewood, PA 19096, or call (215) 649-3636.

Primary Teacher: 3-6 for Fall, 1985. Established teacher operated school, 10 acres of land, elementary through aged 12 in Athens, Georgia. Salary neg. Call (404) 549-8490, (404) 549-2240 (even.).

Montessori Teachers: (3 to 6) (6-9). Salary range depending on number of years of experience plus B.S. or M.S. degrees. $10,000-$16,000 for the 1985-86 school year. Send resume, college transcripts, Montessori Certification, and three references to: Pat Meyer, Administrator, Calumet Region Montessori School, 2109 East 57th Ave., Hobart, Indiana 46342.

Physical Objects

Cont'd. from Page 3, Col. 2

one's effective "preparation of the environment". Montessori education thus invites the child to actively experiment in the environment to freely touch, explore and manipulate a variety of orderly physical objects specifically provided for normalized intellectual development.

A World of Things

> *"The child shows an irresistible urge to touch everything. His intelligence needs a world of things which provide him motives for his activity."*
>
> **Maria Montessori**
> *from* **Absorbent Mind,** *p. 168*

A world of "things"—i.e., physical objects arranged for purposeful manipulation by children in the Montessori environment—provide an essential means for "normalization" to occur and to thereafter assure a continuing normal intellectual development. The proper disposition of such physical objects in the child's environment therefore reflects a necessary expression of one's complete commitment to Montessori principles to assure the emergence of the "normalized" child in the world.

Membership Directory

Cont'd. from Page 1, Col. 3

Listed in the new directory are also "associate school" members and "individual" members. These membership categories include schools and individuals in the United States, Australia, Canada, Kuwait, New Zealand, Pakistan, West Germany, China, Finland, Great Britain, Japan, Jordan, Mexico, Peru, South Africa and Thailand. The directory thus shows a growing awareness, interest and diversity of participation in the Society's work of creating the "new education" throughout the world.

Montessori school members of the Society receive a free copy of the directory at each new publication date.

Reflections . . .

by Marion Kaut-Darancette

On Observing Children

In twenty years of observing Montessori classrooms, I have noticed one aspect of children's behavior common to all. That aspect is the children's self-motivated activity in searching for and finding materials to manipulate.

Lately, I find that my observations are mostly of children's actions, hence it is the child-teacher relationship I am most conscious of. Especially this year in starting a new school again, I notice the children who have become overly dependent on adults, and their various strategies to cope with this dependency; i.e., the child who stops or starts working with the material depending on whether or not an adult is watching is very much more observable today than 10 years ago. There are a number of children who ask to be shown the materials and then leave when the teacher does.

It has been interesting to watch how some of these children regain a sense of self direction when they get truly involved with a piece of material or activity. The older ones (5 year olds) don't generally do this. Although one boy of that age did "normalize" this year. He became totally concentrated in working with the short bead frame to the point of disregarding everything else in the environment for hours, for a week or more of school time. He was quite aggressive before and was even considered the school "bully" by some. Now no one even remembers that behavior.

REMINDER

To make sure that you keep receiving your Montessori Observer newsletter, please renew your membership subscription promptly. The expiration date of your membership should be clearly visible on the mailing label.

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Vol. VI, No. 6

September, 1985

The Montessori OBSERVER

Teaching

Published by the International Montessori Society • 912 Thayer Ave. • Silver Spring, Md. 20910 • Phone (301) 589-1127

Society Training

A Practical Experience

Over 60 students are presently enrolled and actively participating in the Society's 22-lesson Independent Study Course to become certified Montessori teachers. Students are located in Saudi Arabia and Canada, as well as diversely throughout the United States. Most students are working with children at Montessori schools and some are already functioning with complete supervisory responsibility in their own environments.

The Society's unique course of "inner preparation" for Montessori teaching looks to the student's own every day practical experience with children to realize the course's full impact, value, and results. Accordingly, the students are generally engaged in some practical teaching responsibility with children, while they are completing their study in the course.

The Society's training offers the distinct advantage that all coursework is completed through mail correspondence and is therefore readily incorporated into one's own's unique particular circumstances. Society member

Cont'd. on Page 4, Col. 1

Society's Lawsuit

An Update

On August 15, 1985, **Lee Havis** appeared on behalf of the International Montessori Society before a three-judge panel of the Fourth Circuit Federal Court of Appeals (Baltimore, Maryland), **Murmaghan, J.** presiding, with judges **Chapman** and **Haynesworth**. Such appearance was to argue on behalf of Montessori education in Maryland.

The August 15th oral argument presented the Society's continuing challenge to the constitutionality of certain actions taken by the Maryland State Board for Higher Education in prohibiting the Society's operation of Montessori teacher training in that state since 1981. The Maryland State education agencies involved in this case were represented by counsel from the Maryland Office of Attorney General. Pertinent argument in the case centered on academic content censorship by government and discriminatory enforcement of certain Board certification powers under Maryland

Cont'd. on Page 3, Col. 3

PS 026650

Children working with Practical Life activities at the Under the Rainbow Montessori Learning Center (Tampa, Florida).

Under the Rainbow in Tampa, Florida

The Under the Rainbow Montessori Learning Center was organized in 1982 to serve children from age 6 months to 5 years in the Tampa, Florida area. An important facet of the school's program is to "help special-needs children be part of a Montessori school experience."

This Society member school is under the direction of **Mrs. Glyssel Santiago.** Her ultimate goal is to incorporate the Montessori method into a mainstreaming program for children in the Tampa area.

The school program offers full and half-day sessions on a daily basis. In addition to a focus on special-needs children, the program includes Spanish for children ages 3 and up.

For further information, contact: Mrs. Glyssel Santiago, Under the Rainbow Montessori Learning Center, 7916 North Hymes Ave., Tampa, Florida 33614, Tel. (813) 932-0253.

A Fairy Tale

If . . . one day it is discovered that the child is a great worker, who can apply himself to his work even with concentration, who can learn by himself, teach himself and who possesses discipline within himself, this seems to be like a fairy tale . . . No attention is paid to this reality . . . It is simply impossible; it cannot exist . . ."

Maria Montessori
from ***The Formation of Man****, p. 66*

* * *

Where There's Smoke, There's Fire

"Man's true nature lies hidden within himself. And this nature, which was given him at conception, must be recognized and allowed to grow."

Maria Montessori
from **Secret of Childhood**, *p. 148*

The creation of the "new education" arises in the world like the "fire" of man's burning true nature expressing itself amid the "smoke" of surrounding controversy, hostility, and considerable emotionality. To work on behalf of the emergence of the "normalized" child in the world necessarily implicates a range of secondary effects including the experience of tension, fear, and various practical considerations as to one's own physical well-being.

Cont'd. on Page 4, Col. 1

Teaching

by Lee Havis

> *"We adults cannot teach children from 3 to 6 years of age. We can but observe them with intelligence and follow their development."*
>
> **Maria Montessori**
> *from* **Absorbent Mind** *p. 242*

The "teaching" of children; i.e., as a sort of struggle to impose values and curriculum according to the various prejudices and illusions of a particular adult, society or culture, invariably destroys, deters and otherwise opposes the young child's normal development. By contrast, Montessori "teaching" is a collaboration with the child's normal development, supporting the emergence of its true "normalized" nature. Such "collaboration" is most constructively viewed as one's expression of a complete commitment to three fundamental principles of nature: (1) "Observation", (2) "Individual Liberty" and (3) "Preparation of the Environment". Creating Dr. Montessori's "new education" threfore entails a fundamental challenge and opposition to that which emerges as the customary "teaching" of traditional education.

Traditional Teaching

> *"... The kind of education still in vogue condemns the teacher to be a dictator ... Teachers of the older school hold firmly to irrational rules and have little to guide them but illusion and prejudice."*
>
> **Maria Montessori**
> *from* **Absorbent Mind** *p. 256*

Traditional teaching—hiding under the guise of the "common good" and the presumed collective "needs" of society—typically imposes a wide range of adult authority and control directly over the child. Such instruction tends to dominate the child's activity by imposing a detailed schedule of content, evaluation and purpose over all interaction with the environment. In essence, such traditional "teaching" is a complete tyranny over the child who is generally considered as a receptive being, object or possession to be variously manipulated or molded to fit certain pre-determined external forms of conventional behavior in society.

Tyranny

> *"Adults ... have adopted the role of a creator and in their pride have maintained that they are responsible for everything that perfains to the child. They make him good, pious, and intelligent. They refuse to admit that they are exercising any tyranny."*
>
> **Maria Montessori**
> *from* **Secret of Childhoord** *p. 152*

The remarkable hypocrisy and pride of adults as to their role in "teaching" children reflects a deeply rooted and long-standing unconscious tyranny in society. The child's rebellion against such adult tyranny is generally interpreted as misbehavior which invariably leads to yet further repression. The adult thus adds insult to injury. Rarely, if ever, is the child's misbehavior and disobedience taken as some error, prejudice, or misconception on the part of the adult. By contrast, Montessori teaching abstains completely from such adult tyranny, freeing the child to creatively develop its own true nature in harmony with a fully supportive surrounding environment.

Goal of Education

> *"Our goal in education of a young child should be to help him develop, and not to furnish him with a kind of culture."*
>
> **Maria Montessori**
> *from* **Discovery of the Child,** *p. 170*

Montessori teaching uniquely helps the child's normal development without creating dependency on the adult's direction and control so common in traditional education. The adult's role is to serve the child's creative inner spirit. Such a delicate role necessarily limits one's authority to that which arises only with respect to the child's environment.

Teacher's Authority

> *"The adult is master in one area, but the child is master in the other, and the two depend on each other. Both the child and the adult are kings, but they are rulers of different realms."*
>
> **Maria Montessori**
> *from* **Secret of Childhood,** *p. 195*

Effective exercise of adult authority expresses a "preparation of the environment" which welcomes and supports the child's spontaneous exploration and free activity in its environment. Of course, such authority abstains completely from any control over the child, recognizing that development is solely a matter of the child's own inner creative being.

Development

> *"Anyone can dominate and repress the weak and subdued; but no one can cause another to develop. Development canot be taught."*
>
> **Maria Montessori**
> *from* **Absorbent Mind,** *p. 206*

The adult's effective application of "preparation of the environment" supportively responds to the child's own instincts and interests as they become evident in external activity and work with others and physical objects. The adult committed to Montessori principles therefore is a sort of "assistant" teacher serving the child's inner creative spirit.

The Assistant Teacher

> *"A prejudice has found its way into the adult—the notion that the life of the child can be changed or improved only through teaching. This prejudice impedes the understanding of the fact that the child constructs himself, that he has a teacher within himself ... We adults by acknowledging this unknown teacher may enjoy the privilege and good fortune of becoming its assistants and faithful servants ..."*
>
> **Maria Montessori**
> *from* **The Formation of Man,** *p. 62-63*

Montessori teaching is an assistance to nature in the child's intellectual development, as well as its physical and emotional well-being. Such assistance must occasionally function to introduce the child to exercise and work with the physical objects which are prepared as an integral part of the Montessori environment. Montessori teaching therefore includes the giving of "lessons" in the use of physical objects.

Giving Lessons

> *"The instruction of the teacher consists in merely a hint, a touch—enough to give a start to the child. The rest develops of itself."*
>
> **Maria Montessori**
> *from* **Dr. Montessori's**
> **Own Handbook,** *p. 58-59*

Giving lessons in a Montessori environment generally involves a brief, simple and precise presentation to the child of some exercise or material. More accurately, such a "lesson" is any interaction between the adult and the child and may well involve nothing more than a brief eye contact from across the room. In any case, the Montessori "lesson" is certainly not that which is customarily considered as such in tradtional education. The "lessons" of traditional education generally tend to center on the adult's personality wherein the physical objects are merely "props" to engender some type of adult-dominated instruction.

Cont'd. on Page 3, Col. 2

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October
Observer

featuring

The Nature of Being

The Montessori Observer

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LETTERS TO IMS

August 24, 1985

Dear Mr. Havis,

I am very pleased to be affiliated with IMS. I know my parents will very much enjoy the "*Montessori News*."

I am certainly enjoying the back issues of the "*Observer*." I found the issues on individual liberty, normalization, and preparing the environment particularly helpful and insightful. I plan to read an issue thoroughly each week or so as part of my personal preparation for the classroom and encourage those who work with me to do the same.

Sincerely,

Susan Hockery Fields
Bountiful, Utah

August 8, 1985

Dear Mr. Havis,

I am very happy to say that the school staff and I continue to enjoy reading the "*Observer*" and the "*Montessori News*." Thank you for sending them to the school. I enjoy, in particular, your articles. Each one of them is worth saving. Do continue writing them.

I received the school Membership Directory. It is very encouraging to note its growth. Congratulations.

It is very gratifying to note that the general public has become more aware of Montessori schools and is desirous of choosing a Montessori school in preference to others.

Sincerely,

Francis Dos Remedios
Academy Montessori International
Fremont, California

June 10, 1985

Dear Lee,

I read your "*Observer*" and I cannot believe all the good news there is in it.

We benefit more with one year with IMS than 20 years with AMS which costs a lot of money per year. I would like if you mailed me 40 "*Observers*" every month and billed me.

Thank you and God bless your good work.

Sincerely yours,

Rev. Madre Superior Sr. Rosalba Masi
Villa Fusco Montessori
Schenectady, New York

July 2, 1985

To IMS:

Through reading your comments and the work of Maria Montessori, I have taken a closer look at myself.

I have become confident and know what I must do when I find myself in circumstances of doubt or confusion. I state the three Montessori principles and put them to practice and it has been working.

Sylvia Starkie, Student
Independent Study Course
Miramar, Florida

June 15, 1985

Dear Lee,

. . . The readings for this lesson and your excellent commentary both in the lesson and in the latest issue of the "*Observer*" gave me some very good insight.

Your advice to simply repeat the three principles to myself has been fabulous. At first, I must admit it seemed too simple to work, but I can't believe the clarity of thought it brings me. I also feel I'm beginning to understand them on a deeper level.

(Michele Blumberg), Student
Independent Study Course
Gaylord, Michigan

REMINDER

To make sure that you keep receiving your Montessori Observer newsletter, please renew your membership subscription promptly. The expiration date of your membership should be clearly visible on the mailing label.

Teaching

Cont'd. from Page 2, Col. 3

The Materials

> *"Our materials are not a new means to be placed in the hands of an 'active' teacher to help her with her teaching."*
>
> **Maria Montessori**
> *from* **Discovery of the Child**, *p. 149*

Materials in the Montessori environment can be readily employed to perpetuate conventional adult teaching. Such materials may well be embued with a sort of "magical" power wherein the "presenting of materials" becomes a new way to dominate children and deny their own sourceful creative development. Teaching through the materials fundamentally fails to recognize that all learning and intellectual development depends essentially on character which cannot be taught, but rather must arise uniquely of itself from within the child.

Teaching Character

> *"No one can 'teach' the qualities of which character is composed. The only thing we can do is put education on a scientific footing so that children can work effectively without being disturbed or impeded."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 208*

The "teacher within" the child guides development of character according to insuperable laws of nature which are well beyond the wisdom of man. Adult functioning to assure the effective development of such character must therefore involve more an "observing" than any kind of "teaching."

Observing

> *"A new type of mistress has been evolved. Instead of teaching, she has to observe."*
>
> **Maria Montessori**
> *from* **Spontaneous Activity in Education**, *p. 128*

The "new teacher", committed to the three Montessori principles, employs "observation" as a primary operating principle with children. Observing children serves to discover detrimental influences in the environment to thereby enable their removal as such. Notably, the adult "personality" is to become "nonexistent".

Personality

> *"What is the greatest sign of success for a teacher? . . . It is to be able to say 'the children are now working as if I did not exist.'"*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, p. 283

To remove one's "personality" as a tangible presence and dependent obstacle in the child's environment is an integral aspect of one's expression of commitment to the three Montessori principles. Such restraint of adult "personality" with children necessarily entails one's own "preparation of the spirit" wherein the adult's "virtues" are seen as the true "qualifications" for Montessori teaching.

Virtues

> *"The teacher . . . not words, but virtues, are her main qualifications."*
>
> **Maria Montessori**
> *from* **Discovery of the Child**, *p. 150*

Humility, patience, and courage are among those inner "virtues" of the spirit which distinguish the true Montessori teacher. In the face of

Cont'd on Page 4, Col. 3

Book Review

Resource Guide for Home Education—1985

Pub. by: ***Home School Headquarters Press***
(Freemont, Nebraska)

Edited by: ***Don Hubbs***

With a growing number of parents in the United States and elsewhere choosing to educate their children at home, the **Home School Headquarters** has now emerged to consolidate many pertinent resources in their *Resource Guide for Home Education*. This attractive and useful publication provides a comprehensive listing of materials and services available to home educators.

The *Resource Guide* includes an extensive director, and well-organized index to locate a wide variety of useful information for parents seeking to educate their children at home. Accordingly, such "Home schooling" parents have ready access to a vast array of curriculum, testing services, support groups and other such beneficial and vital resources to help them provide an effective home educational program for their children. Notably, this useful publication lists the International Montessori Society as a resource for information and services concerning Montessori education.

The Headquarter's *Resource Guide* for home educators is also useful for private schools and others interested in the education of children. Such guide is intended to be updated yearly, and promises to serve as a standard reference for the expanding community of home schools in the United States and elsewhere.

Prepaid $10.00 ea., Order from:

Home School Headquarters
P.O. Box 366
Freemont, Nebraska 68025

* * *

Society's Lawsuit

Cont'd. from Page 1, Col. 1

state education laws. The Society seeks an injunction and declaratory judgement to enable its free operation of Montessori teacher training in the state.

A written decision from the court is expected within the next few months. Such decision promises to fundamentally address the critical issue of educational freedom in the United States which may well affect all government regulation of private Montessori education throughout the United States. Future issues of the "Observer" will report progress of the Society's lawsuit and resolution of the underlying matter of freedom for Montessori education.

Teaching
September, 1985
Vol. VI, No. 6

Address correction requested

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Positions & Placements

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Where There's Smoke . . .

Cont'd. from Page 1, Col. 3

In the face of such a considerable "smoke" of emotionality and secondary effects, one tends to withdraw from the field of challenge and controversy altogether. Such a withdrawal from conflict reflects an undue regard for the superficial effects arising from one's inner creative activity. The underlying creative "fire" of one's true nature is simply not recognized or allowed to expand amid the surrounding emotional "smoke".

When emotional smoke arises in one's particular circumstances with children, it is well to recognize that such "smoke" may be the only tangible evidence of the underlying "fire" which is bringing forth the "normalized" child in the world. Have courage and remember the old adage that: "Where there's smoke, there's fire."

* * *

Society Training

Cont'd. from Page 1, Col. 1

schools are particularly invited to have their staff enroll into the Independent Study Course to support and expand their school's commitment to Montessori principles on behalf of the emergence of the "normalized" child.

For further information and application, contact: International Montessori Society, 912 Thayer Avenue, Silver Spring, Maryland 20910, Tel. (301) 589-1127.

Child working with sensorial material at Montessori Children's World (Placentia, California)

Children's World in Placentia, California

The Montessori Children's World was established by **Lorraine P. Erwin**, and started its classes on June 19, 1967. This Society member school is located in Placentia, county of Orange, California, and enrolls children aged 2½ through 6 years.

This unique Children's World school includes an outdoor recreational area with a real "tree house" built in a 1907 Avocado tree. The floor of this "tree house" is approximately 8 feet by 11 feet with a long metal slide. A huge, old 1906 Coast Oak tree also shades the school grounds.

In summer, 1984, the Montessori Children's World held its own "Olympics". Children ran races, jumped hurdles, and hopped on one leg around the running circle which is really an oval of about 80 to 100 feet.

For further information, contact: Lorraine P. Erwin, Montessori Children's World, 431 East Palm Drive, Placentia, California 92670, Tel. (714) 524-2262.

Teaching

Cont'd. from Page 3, Col. 2

inner tendencies to impatiently repress misbehavior and pridefully maintain a semblence of outward order and calm, one's character is fully challenged in the process of applying Montessori principles. Montessori teaching therefore emerges essentially as the art of serving the child's spirit.

Serving the Spirit

> *"We do not serve the child's body he should not be served in this sense we have to help the child to act, will, and think for himself. This is the art of serving the spirit.*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 281*

Teaching as an expression of commitment to the three Montessori principles is that which necessarily serves and follows the unseen inner spirit of the child; i.e. that which appears in outer form only as an "unknown entity". With faith and imagination centered on this unknown and unseen inner spirit, adult "teaching" invariably proceeds along the path of spiritual conquest to assure the emergence of the child's true "normalized" nature in the world.

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Vol. VI, No. 7

October, 1985

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The Montessori

OBSERVER

The Nature of Being

Published by the International Montessori Society • 912 Thayer Ave. • Silver Spring, Md. 20910 • Phone (301) 589-1127

Child working with practical life "dressing frame" at El Colegio Montessori de Bayamón (Bayamón, Puerto Rico)

El Colegio Montessori in Puerto Rico

El Colegio Montessori de Bayamón (Bayamón, Puerto Rico) is operated under the ownership of a non-profit corporation. This Spanish language Montessori school member of the Society is directed by **Selenia de Mercado.**

Ms. Mercado has a wide background and experience in the supervision and operation of schools in Puerto Rico. Notably, her prior administration of the Santa Rosa Elementary School in Bayamón led to its participation in the Model Schools Program and public recognition for important experimental work in the field of education.

El Colegio Montessori School offers a full day program, five days per week, for children ages 2-6. Special features of this school include music, parent education and a summer Montessori program. In addition, the school provides a special program of instruction for teachers in other schools of the region.

For further information, contact: Selenia de Mercado, El Colegio Montessori de Bayamón, Santa Cruz, Number 58, P.O. Box 561, Bayamón, Puerto Rico 00621, Tel. (809) 785-1161.

Teacher Training

Tuition for the Society's Independent Study Course to prepare for Montessori teaching will be increased to $900.00 effective January 1, 1986. The present rate of $800.00 will apply to enrollments completed prior to January 1, 1986. Contact the Society for preliminary application and further information.

Expanding Commitment

The work of creating the "new education" necessarily entails an expanding commitment to the three Montessori principles: (1) "Observation," (2) "Individual Liberty," (3) "Preparation of the Environment." Such an expanding commitment emerges generally as enhanced communication and increased consciousness of Montessori principles among those in society with whom one relates and associates in the everyday course of events.

Montessori school members of the Society specifically expand their commitment through a public acknowledgment of such commitment which is the fundamental basis of such association with the Society. Notably, member schools assert a compliance with specific membership criteria which include communication with parents and staff as to the school's vital work and purpose in the world.

Montessori school members are supported by the Society in their expanding commitment to Montessori principles among parents and staff by receiving regular mailings of Society publications. Notably, such member schools receive a free bulk mailing of the 8-page

Cont'd. on Page 4, Col. 1

Membership Fee Update

Annual fee for new and overdue expired Montessori school members of the Society will increase to $60.00 per year effective January 1, 1986. Current member schools are advised to promptly renew their membership prior to expiration in order to continue to benefit from the present low rate of $45.00 per year. Timely renewal of such membership will assure a continuation of the $45.00 annual fee indefinitely into the future.

The Society now invites multiple-year memberships to reduce one's overall cost and inconvenience of annual renewal. Individuals and schools may join or renew according to the following schedule:

Individual Membership:
$15 (1 yr.); $25 (2 yrs.); $35 (3 yrs.)

Associate School Membership:
$20 (1 yr.); $35 (2 yrs.); $45 (3 yrs.)

Montessori School Membership:
$45 (1 yr)*

**$60.00 effective January 1, 1986 for new and overdue expired member schools.*

Nature of Being

by Lee Havis

> *"... as I looked upon these children with great respect and affection, I placed my hand upon my heart and asked, 'Who are you?' "*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p.15*

Dr. Montessori's remarkable discovery of the child's true nature in Italy in 1907 revealed an entirely new possibility for being in the world to emerge from her environment of commitment to the principles of (1) "Observation"; (2) "Individual Liberty"; and (3) "Preparation of the Environment." A totally "new child" was seen to arise from this "normalizing" environment to challenge long-established false assumptions and prejudices about "reality" and the fundamental nature of being itself. Montessori teaching therefore entails a most profound study of man which probes deeply into the most basic level of one's own identity as "self"; i.e., that which mysteriously forms within oneself as "personality" prior to about six years of age.

Personality

> *"A child is forced to come to terms with his surroundings and the efforts entailed lead to an integration of his personality."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p 15*

The little child forms its "personality" through a process which intimately absorbs within itself the totality of its environment. Notably, such a formative creative process absorbs whatever adult presence exists in the child's environment during the critical early years. Deeply ingrained adult prejudices and assumptions about "reality" and life are also therefore incorporated into the child's "personality." Accordingly, the child ordinarily develops a "personality" which mirrors that of the adult(s) present in its environment during the early childhood period.

Mirror of Mistakes

> *"An adult who loves children but unconsciously condemns them inflicts upon them a secret sorrow which is a mirror of his own mistakes."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p 5*

The child's identity gradually emerges in stable form as "personality" at about the age of six to essentially mirror the unconscious misconceptions and reactive behavior tendencies of the adult(s) responsible for its environment during the early childhood period. The child's "personality" continues to solidify itself as one's identity by the effect of later reinforcement and agreement with others in society. A vast array of mutual dependencies and attachments with others takes on the appearance of a reality whose "truth" is justified by its agreement with one's own various prejudices and assumptions about life developed prior to the age of about six.

Solidarity of Society

> *"The solidarity of adult society ... assumes the power of suggestion and the appearance of an absolute truth on which all agree."*
>
> **Maria Montessori**
> *from* **The Formation of Man**, *p 69*

The truth of a child's early childhood environment gradually expresses itself as an adult "society" whose essential reality accurately reflects that which was present as such during the early childhood period. Whatever underlying struggle and emotional drama there was present and left unresolved during the early childhood period now becomes the basic continuing drama of one's later life which is invariably played out in various scenarios and relationship in association with others in society.

Life itself is therefore most accurately seen as a sort of continuing "soap opera" wherein one's role is that of "personality" and the scenes of the drama are those of various continuing emotional struggles from early childhood. What appear as "others" in life are actually sort of "actors" who play certain roles necessary for the unfolding and proper resolution of the original early childhood "script." In general, one's environment as an adult reflects the same vague tyrannical forces of domination and control of expression with which one was compelled to contend during the early childhood period.

The Master of All

> *"The master of all is a mysterious entity. The tyrant is all powerful, like a god. It is the environment that swallows up and crushes the man."*
>
> **Maria Montessori**
> *from* **The Formation of Man**, *p 7*

The repressive, tyrannical nature of the little child's environment—unconsciously distorted by parents and teachers—is well-reflected in one's environment as it commonly appears in later life. The child's repressed expression of being in early childhood gradually evolves into a struggle to win approval from parental authority. Ultimately, such struggle results in the continuing "soap opera" drama of adult life to earn a living and otherwise contend with the domination of government and other such parental-type authorities and institutions in society. One's typical resignation and subjugation before these all powerful "tyrants" tends to mask the underlying illusion and drama with which one is fundamentally engaged in the process of living.

Illusion

> *"to be contented with the imaginary, and to live our lives as if what we imagine actually exists, to run after illusion, and 'not to recognize' reality, is a thing so common that scarcely is it apprehended ..."*
>
> **Maria Montessori**
> *from* **Spontaneous Activity in Education**, *p 265*

The ordinary "soap opera" struggle to fulfill the urgent demands of others and to variously attain certain pre-determined external goals in society tends to dominate one's conscious being in the world. The illusory nature of such emotional drama is readily hidden from conscious awareness under layers of defensive thought patterns and reactive behavior tendencies which have built up and become intimately asssociated with one's identity as "personality." Reality as that which is created by being in the present moment is rarely, if ever, recognized.

Creating "Reality"

> *"A man is capable of becoming anything ... Making use of his own will in his contact with the environment, he develops his faculties and thus becomes in a sense his own creator."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p.33*

The distinction between "being" and "personality" is most accurately seen in the inherently creative nature of human life expressing itself in the present moment. While one invariably "has" a personality, one need not necessarily "be" such an identity in the world. The choice and freedom to "be" anything arises most clearly as a recognition of reality as

Cont'd. on Page 3, Col. 2

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November Observer

featuring

Work

The Montessori Observer

published by

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Lee Havis, Executive Director

The Montessori Observer is mailed eight times each year to IMS members throughout the world. The *Observer* is sent during the following months: Jan., Feb., March, April, May, Sept., Oct., and Nov. The purpose of this publication is to provide news and information about the development of Montessori education to extend awareness of Montessori principles and promote harmony within the Montessori community.

INTERNATIONAL MONTESSORI SOCIETY

The International Montessori Society is sponsored by Educational Services, Inc., a non-profit corporation organized in Maryland, U.S.A. The purpose of IMS is to support the effective application of Montessori principles throughout the world.

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SUBSCRIPTION

Subscription to this publication may be obtained by requesting IMS membership which is open to all individuals for a $15 yearly fee. IMS school members also receive a subscription to the *Montessori News*. Complete the membership application form to obtain an individual subscription and other benefits of IMS membership.

ADVERTISING

Advertising space is available for services and products relating to Montessori education. Marketplace ads are $7/line. Position and Placements ads are $10 each and will be set and edited by us to conform to space requirements. Write for our advertising outline for rates and other information about design advertising.

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LETTERS TO IMS

October 8, 1985

Dear Mr. Havis,

Brian and I read the "Observer" and both think you're doing a good job fighting the courts. Keep up the work. Let us know if we can help with any type of support. Congratulations on Nebraska!

Sincerely,

Kathy Kearsey

Child engaged in "hand washing" practical life activity at the Montessori School of Elkhart (Elkhart, Indiana)

Montessori in Indiana

The Montessori School of Elkhart serves an enrollment of 155 children ages 1½-5 years in the Elkhart, Indiana area. **Pearl Rynski** is the administrator of this Society member school which is under the ownership of a non-profit corporation.

The Elkhart School offers diverse weekly scheduling of sessions, including a 2-day program for infants, a 3-day program for toddlers and a full 5-day program for children over 2½ years of age. A flexible tuition payment plan is also offered to meet a variety of circumstances in this regard. Special program features include a summer Montessori program, Spanish as a foreign language, and parent education.

For further information, contact: Pearl Rynski, Montessori School of Elkhart, 416 East Crawford St., Elkhart, Indiana 46516 Tel. (219) 264-3037.

Marketplace

Home Education Resource Guide—8½x11, 88-page reference provides access to over 800 suppliers of materials and services for teaching children at home. Reviewed in the Sept. '85 "Observer." $10 postpaid. Home School Headquarters, Box 366, Fremont, NE 68025.

Nature of Being

Cont'd. from Page 2, Col. 3

"one's conscious awareness in the present moment." Creating "reality" is therefore the underlying truth of one's being in the present moment—a "being" which invariably dictates what one "does." The underlying truth of one's ultimate reality in this regard reveals a cosmic harmony with all being with which one is necessarily related in the present moment.

Cosmic Harmony

> *"Living creatures do not simply preserve themselves in existence . . . but they all work together in a kind of terrestrial harmony."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p. 188*

Although reality as "one's conscious awareness in the present moment" is uniquely individual, its emergence with others nonetheless reveals a certain cosmic harmony in the present moment. With children, such harmony arises into consciousness as an evolving "soap opera" drama wherein the adult assumes the identity of one's "personality"—i.e., the role most closely associated with that of one's own parents. The children, in external form, assume the role of one's own being as a child. The ensuing emotional interplay reflects one's choice as to being either the "author" of the drama or simply one of its actors following the assigned script.

Being a Commitment

> *". . . the revelations of the child are not at all so difficult to obtain, the real difficulty lies in the adult's old prejudices concerning him."*
>
> **Maria Montessori**
> *from* **The Formation of Man**, *p. 22*

Montessori teaching assumes that particular type of "being" with children which places oneself as the "author" of the soap opera drama which emerges as life in the present moment with children. Such "being" is that of a "commitment to Montessori principles"—quite distinct from "being" as "personality."

To "be" a true Montessori teacher is therefore simply to engender a conscious awareness of Montessori principles with children; to say to oneself the three phrases given by the Society in this regard to denote the directionality of one's expansive awareness of such absolute principles of nature. Such "being" dictates that which a Montessori teacher "does" as more of a matter of compelling imperative than that of conscious effort. In any case, whatever difficulty is encountered in this simple process of "being" a Montessori teacher generally reveals the depth of ingrained prejudices about the child and a certain failure to regard such an entity as essentially "unknown."

Prejudice

> *". . . prejudices . . . are confused and strengthened by the evidence of facts because all, or nearly all, see the child as he is commonly known only, not the child as he is, still an unknown entity."*
>
> **Maria Montessori**
> *from* **The Formation of Man**, *p. 60-61*

Failures in "being" an effective Montessori teacher generally arise as attachment to ingrained prejudices about the child; i.e., "conscious awareness" of certain false assumptions contrary to the child's true nature. To free the child to express its true being, the child is seen in external form as a mystery whose true nature can only be discovered through non-prejudicial observation in the present moment.

The Child's Being

> *"The child is an enigma . . . he has the highest potentialities, but we do not know what he will be."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p. 32*

The child's own true being arises only of itself within a reality of complete commitment to Montessori principles. An adult perspective of the child as an "unknown entity" tends to expand one's observation of the child until its true "normalized" nature is ultimately realized. Such patient observation of the child is generously rewarded in time by one's growing insight and awareness as to the source of life and the true underlying nature of human being.

Source of Life

> *". . . physiological and psychic development have a single source, life."*
>
> **Maria Montessori**
> *from* **Discovery of the Child**, *p. 61*

The process of Montessori teaching—i.e., a growing awareness of Montessori principles and the appearance of the "normalized" child—gradually reveals the source of creation as life itself. Here we have "life" as the source of life itself; being creating being. Whatever confusion or uncertainty to arise from such a self-creative proposition finds its only ultimate resolution in the process of perfecting one's own life in the present moment.

Perfection of Being

> *"A child slowly perfects his activities. An adult can assist in shaping the environment, but it is the child that perfects his own being."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p. 195*

The little child's self-creative development reveals the nature of being as that which spontaneously realizes itself. Montessori teaching recognizes and respects this process of self-perfected being within the child. Accordingly, the Montessori teacher only assists in this inner process by creating a nurturing environment of commitment to Montessori principles. The perfected "new being" thereby arises of itself from such a Montessori environment to reveal the profoundly creative nature of mankind whose being in the world is the fundamental basis upon which new destinies are constantly emerging into existence in each new moment of time.

Cont'd. on Page 4, Col. 3

Announcements

The Minnesota Alliance of Montessorians (M.A.M.) is sponsoring a workshop on December 7, 1985, 9-3, at the Lake Country School, entitled "Towards Healthy Sexuality." This workshop intends to provide an overview of the subject covering children from 3 to 12 by **Kathy Anlauf** of the Department of Health, Minneapolis Public School System. For further information, contact: M.A.M., 4901 West 114th St., Bloomington, MN 55437. Tel. (612) 888-1082.

Nature of Being
October, 1985
Vol. VI, No. 7

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Expanding Commitment

Cont'd. from Page 1, Col. 3

"Montessori News" in sufficient quantity to assure distribution to all parents and staff three times each year. This attractive and informative publication is directed specifically towards parents and the general public and includes a variety of interesting and informative articles concerning the work of creating the "new education" in the world.

The Society now further extends its support for expanding commitment to Montessori principles by offering its "Montessori Observer" publication to all schools at discount subscription rates. Any school, regardless of membership status, may now obtain individual Society memberships or bulk mail shipment of the "Observer" for distribution to parents and staff at a considerable saving. This new opportunity for expanded dissemination of Society publications provides a most constructive support for a school's fundamental work on behalf of the emergence of the "normalized" child in society.

For further information about Montessori school membership* and other Society programs to expand commitment to Montessori principles, contact: International Montessori Society, 912 Thayer Ave., Silver Spring, Maryland 20910.

**Montessori school membership is $45.00 per year. Effective January 1, 1986, membership fee will be $60.00 per year for new and expired school members. (School memberships which are timely renewed will continue indefinitely to enjoy the current annual renewal rate of $45.00 per year)*

Positions & Placements

Montessori Teacher: Must have certification for 2-6 year olds. Full or part time position. Immediate opening. Salary negotiable depending on experience. Contact: Wendy Smith, H.C.A.M.S., Box 218, Bolton, CT 06040, Tel. (203) 646-5727.

Candace Sheeran with children at the Kenai Peninsula Preschool (Soldotna, Alaska)

Montessori in Alaska

The Kenai Peninsula Preschool in Soldotna, Alaska was recently founded by **Candace Sheeran** who serves as its director and head teacher. This Society member school provides a full-day Montessori program for children aged 2-6 in the isolated community of Soldotna (pop. about 800) and the surrounding rural region of the Kenai Peninsula of Alaska.

Ms. Sheeran is a native of Alaska whose educational background and experience includes psychology and teaching in various capacities since about 1977. She is presently extending her preparation for Montessori teaching by participating as a student in the Society's Independent Study Course. Upon completion of this course, Ms. Sheeran intends to train teachers in the effective application of Montessori principles with children.

Ms. Sheeran's work to establish and operate a Montessori school in the remote wilderness area of the Kenai Peninsula of Alaska amply reflects her determined and independent spirit—qualities so appropriate to the challenging responsibility of true Montessori teaching. She states that "I certainly have come up against some obstacles . . . but I have patience, faith, trust and lots of confidence in myself."

For further information, contact: Candace Sheeran, Kenai Peninsula Preschool., P.O. Box 2952, Soldotna, Alaska 99669, Tel. (907) 283-7677.

Nature of Being

Cont'd. from Page 3, Col. 3

New Destiny

> *". . . man is seen as being different from all others. . . . His appearance on earth was . . . the starting point for new destinies."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p 60*

The "new child" emerging from Dr. Montessori's first "normalizing" environment in 1907 continues to emerge today to manifest a whole new changing destiny for mankind. The child's true nature of peace, love and harmony with all being is gradually expressing itself as a self-evident truth in the world. The necessary point of departure along the path of discovery of man's new destiny is that of one's own conscious awareness of the three Montessori principles—the being of a true Montessori teacher.

November, 1985
Vol. VI, No. 8

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Work

Creating Peace

> *". . . the cause of war does not lie in armaments, but in the men who make use of them."*
>
> **Maria Montessori**
> *from* **Peace & Education (1943)**, *p.25*

Current noteworthy efforts on behalf of world peace, focused primarily on such events as "summit talks" and nuclear disarmament negotiations, can readily distract one's attention away from the real work of creating peace—i.e., an individual and personal process of creative living which takes place every day in one's own immediate circumstances with others. The work of creating world peace is particularly alive in one's association with children as a true Montessori teacher.

Public attention to the activities of governments and superficial external events tends to distort the underlying reality of **true** peace which is not so much a goal to be attained, as it is rather a path to follow in the present moment. Such a path of peace emerges most significantly in one's daily Montessori teaching with children—to create "normalizing" environments wherein the child's true spirit of love, peace and harmony is free to express itself in the world. Ultimately, one's creative work in this regard extends itself outward in society as a process of expanding awareness of Dr. Montessori's "new education" which is gradually altering the destiny of all mankind.

Cultural exchanges and lip-service gestures on behalf of a "new education" and "world peace" are insufficient by themselves to successfully overcome the deepest levels of prejudice which dominate and repress the expression of the child's true spirit of love in the world. Such widespread prejudice and unconscious oppression of the child transcends culture and geographical location and thus underlies all human misery and social strife. A true beginning to successfully challenge these underlying oppressive circumstances in the world is found only within oneself. Montessori teaching is an effective path to world peace which begins with one's awareness of the three fundamental principles of nature upon which such teaching is based.

Creating peace through Montessori education is therefore a process of achieving inner spiritual mastery in one's own immediate circumstances and daily practical experience with children and others. To stand for the three Montessori principles of "Observation," "Individual Liberty" and "Preparation of the Environment" invariably challenges well-established forces of oppression and prejudice

Cont'd. on Page 4, Col. 2

PS 026650

Child working with practical life activity at ***the Montessori School of Rowland Heights*** *(Rowland Heights, California)*

Montessori in Rowland Heights, California

The Montessori School of Rowland Heights (Rowland Heights, California) serves an enrollment of about 150 children aged 2½-12. Full-day sessions are provided on a daily basis with extended care from 8:30 am to 6:30 pm.

Corazon C. Nedic is owner and administrator of this Society member school. Ms. Nedic holds a degree in education from the Far Eastern University in Manila, Philippines. Her teaching background includes some seven years of experience with one of the most respected schools in Manila. More recently, Ms. Nedic has lectured to groups of students from U.C.L.A. and Pepperdine University.

Special feature of the Rowland Heights school includes art, music, parent education and a summer Montessori program. French and Spanish Language experience is also provided. In addition, Ms. Nedic recently announced the extension of her program to include children up to grade 8 at the junior high school level.

For further information, contact: Corazon C. Nedic, Montessori School of Rowland Heights, 18752 E Colima Rd., Rowland Heights, California 91748.

A Reminder . . .

Effective January 1, 1986, certain prices are being increased by the Society. Notably, membership with the Society as a "Montessori school" will be increased to $60.00 for new and overdue expired member schools. (The current rate of $45.00 will continue to apply for timely renewals of current members) In addition, tuition for the Society's Independent Study Course will be increased to $900.00 on January 1, 1986. Enrollments completed prior to January 1, 1986 will be accepted at the current $800.00 tuition rate. After January 1, 1986, the $900.00 rate will apply.

"Montessori" Bumper Stickers

Effective January 1, 1986, price for the unique "Montessori" bumper sticker offered by the Society will be $2.00 each (quantities 1-9), $1.00 each (quantities 10-50) and $0.80 each (quantities over 50). Bumper stickers ordered prior to January 1, 1986 may be purchased at the current low rate of $1.00 each (quantities 1-10) and $0.60 each (quantities over 10).

The Society's attractive red and white "Montessori" bumper sticker is ideal for distribution to parents and staff to extend conscious awareness of "Montessori" into the general public. A "Montessori" bumper sticker will continue to be provided free to new and renewed Society members.

Work

by Lee Havis

> *the child can only develop fully by means of experience in his environment. We call such experience 'work'.*
>
> Maria Montesorri
> *from* **Absorbent Mind**, *p. 88*

Dr. Montessori observed that the normal experience and spontaneous movement of children in their environment was **not** that of random movement and general disorder oriented towards some fanciful purpose—i.e.,"play". Rather, the normal child reveals an instinctive tendency to concentrate on real life tasks and otherwise to seriously engage in goal-directed intellectual activity. Accordingly, the child's natural inclination towards purposeful coordination and control of his movements is most properly seen as genuine "work". The Montessori "normalizing" environment therefore affords the child a true freedom to follow a directed line of reality-based activity which is always consistent with its own natural needs and interests.

Freedom to Work

> *In the surroundings that we provide ... excited fantasies and restless movements disappear and they calmly face reality and begin to perfect themselves through their work.*
>
> Maria Montessori
> *from* **Secret of Childhood**, *p. 156*

Montessori teaching applies the principle of "Individual Liberty" with children to enable their free expression of true natural instincts for orderly, goal-directed activity. Ordinarily, such purposeful work in children is deterred by adult authority and supervision which labors under the mistaken belief that children need a certain amount of "play". Accordingly, children are often generally abandoned to their playful fantasies and thus become enslaved by the same prejudices and illusions with which adult society is likewise consumed and bound. Some types of well-intentioned "progressive" or "alternative" approaches to education even further deter the child's freedom to work by institutionalizing a condition of disorder and superficial "play" as somehow "natural" for learning and proper mental development.

Modern Education

> *The attempts of so-called modern education which simply tries to deliver the child from presumed repression are not on the right path. To let the pupils do what they like, to amuse them with light occupations, to lead them back to a wild state, does not solve the problem.*
>
> Maria Montessori
> *from* **The Formation of Man**, *p. 19*

Some so-called "modern" education based on learning through "play" tends essentially to ignore the underlying purposeful constructive nature of a child's spontaneous activity in the environment. "Work" in children is generally interpreted by traditional educators only in terms of that which is imposed by adult authority according to a pre-determined curriculum of specified subject matter. Even the most rigid traditional education recognizes a presumed "need" for play in children by specifically providing the well-known "recess" period. During such "recess", however, the child is only delivered from one form of adult tyranny to be relegated to another. In truth, the child is generally "abandoned" by the adult during "recess" and thus falls prey to the dominating influence of its own wild fantasies and superficial sensations at such times.

Recess

> *It is not a good thing to cut life in two, using the limbs for games and the head for books. Life should be a single whole, especially in the early years, when the child is forming himself in accordance with the laws of his growth.*
>
> Maria Montessori
> *from* **Absorbent Mind**, *p. 164*

The typical "recess" in traditional schools is similarly practiced in many so-called "educational" programs for children under six years of age. Ordinarily, such "recess" emerges as an outdoor recreational period wherein physical exercise becomes the sole primary purpose. The children are thus generally abandoned to their own unguided frolic and whimsical random movement. Such adult abandonment thereby tends to separate physical movement from the child's developing inner order, thus considerably limiting its harmonious integration of being which necessarily must be accomplished through movement guided by intelligent thought and purpose.

Intelligent Movement

> *"A child that jumps about aimlessly and without restraint uses up his nervous energy, but intelligent movement which gives him an inner satisfaction and pride in having overcome himself increases his strength.*
>
> Maria Montessori
> *from* **Discovery of the Child**, *p. [illegible]*

Montessori teaching is always properly directed towards giving children opportunities for intelligent movement and experience. Such opportunities are as appropriate in the outdoor activity period as they are when the children are inside. Certainly, one's application of the principle of "Individual Liberty" would be limited indeed were children simply "abandoned" in the outdoor environment to randomly frolic, guided only by their superficial sensations and fanciful purposes. Whatever "games" there may be in Montessori education therefore necessarily incorporate intelligent mental direction and some definite aim to assure the child's opportunity for genuine purposeful work.

Games

> *We speak, it is true, of games in education, but it must be made clear that we understand by this term a free activity, ordered to a definite end, not disorderly noise, which distracts the attention.*
>
> Maria Montessori
> *from* **Montessori Method**, *p. [illegible]*

The "games" of Montessori education invariably intend that the child be guided in its physical exercise by some pre-determined intelligent goal and purpose—i.e., not merely random movement or whimsical "play". Montessori "games" therefore generally entail some particular type of physical task requiring the child's exercise of intelligent choice and discernment to accomplish some specific aim. The child's movement in the Montessori environment is accordingly a true "work" in the service of its developing inner mental order and intelligence.

Serving the Intellect

> *work is refreshing and not tiring because of the interest which one takes in all his movements. It is natural exercise, since man ought to have some object in view when he moves. The muscles should always serve the intellect and thus preserve their functional unity with the human personality.*
>
> Maria Montessori
> *from* **Discovery of the Child**, *p. 81*

Normal physical activity in the Montessori environment—i.e., "work"—invariably reflects some particular mental need for order or psychic development occuring unseen within the child. Such work appears in outer form only indirectly through the child's involvement with physical objects and interest in activity which emerges in the ordinary course of events. The

Cont'd. on Page 3, Col. 2

Look for the
January
Observer
featuring
Fantasy

The Montessori Observer

published by
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Lee Havis, Executive Director

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LETTERS To IMS

November 8, 1985

Dear Lee,

I want you to know how much I appreciate your comments on my initial observation report. Never in my sixteen years of school has someone taken the time and effort to consider what I have said and to respond in such depth. Your action was an incarnation of the Montessori philosophy and the perfect foundation of trust upon which to begin my training.

Sincerely,

Joan Miller
Anacortes, Washington

Ed. Note: *Joan Miller is a student in the Society's Independent Study Course to prepare for Montessori teaching. Her comments relate to her first lesson entitled "Initial Observation Report."*

October 30, 1985

Dear Sirs:

We are a national non-profit center established recently by parents. We are concerned with improving the conditions of learning disabled people through proper diagnosis and teaching. We cooperate with the Ministry of Education to establish programs and train teachers.

We are translating and borrowing texts and materials for an Arabic-English speaking population. People frequently contact us with questions regarding Montessori.

We'd like to stay in touch with your organization.

Please place our name on your mailing list.

Yours truly,

Evelyn Alayyah
Center for Child Evaluation and Teaching
Safat, Kuwait

November 5, 1985

Dear Sir:

Our school children have greatly enjoyed your MCP sets of books for the last few years. We urgently need another 40 books to help our children at school. Thank you.

Your Sincerely,

Bilquis Darkee
Minneapolis, Minnesota

Ed. Note: *MCP Primary Readers combine phonetically controlled vocabulary with simple stories to help children learn to read. Four sets of ten books each. Available from Society at $8.92 per set. The four set series is $39.18 total prepaid.*

November 1985

To IMS:

A friend passed a copy of your newsletter on to me, and I'd be interested in being on your mailing list. Our Child Development students are always interested in the Montessori approach, and you seem to reflect the **philosophy** rather than the use of equipment. I'd like to share that in my classes.

Dorothy Hewes, Ph.D.
(Professor, Child Development)
School of Family Studies
San Diego State University

November

Hello,

Can you please mail me information concerning subscription information about the "Montessori News"? I would like to receive this newsletter.

Also, I am currently enrolled in a teacher training course ... I also work as a teacher's aide. Do you have any information ... concerning maintaining classroom order? I would greatly appreciate any "how to" information available.

Sincerely,

Amaya Ball
Fullerton, California

Ed. Note: *"Managing misbehavior" is one of the areas especially emphasized in the Society's preparation course for Montessori teaching. However, a brief introduction to "managing misbehavior" is contained in an "Observer" re-print and available upon request. Send $1.00 to Society with request for this title.*

Work

Cont'd. from Page 2, Col. 3

teacher's application of the principle of "Preparation of the Environment" in this regard assures the child can freely choose to work according to its own interests at any given time. The teacher therefore constantly prepares a responsive and inviting organization for the child's spontaneous work in the environment.

Organization for Work

> *"Freedom without organization of work would be useless. The child left **free** without means of work would go to waste."*
>
> **Maria Montessori**
> *from* **Dr. Montessori's Own Handbook**, *p. 188*

A well-organized environment of orderly physical objects enables the child to exercise intelligent choice in its physical movements. The child is therefore able to follow a directed line of interest, discovery and concentration. Notably, the central event of "normalization" emerges in due course with the child's deep concentration on some simple piece of work. After such "normalization", the environment's organization for work provides a proper climate for the child's further intellectual work which enables the child to acquire a great quantity of concepts and cultural knowledge based on its own unique interests and needs as they spontaneously arise in this regard.

Intellectual Work

> *"children free in this new kind of environment can work for long periods without fatigue. As a result, their minds seem to open out and they become eager for knowledge."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 171*

The "normalized" child in the Montessori environment demonstrates an expansive intellectual life which becomes insatiable in its search for knowledge. The "teacher within" the child consistently guides the child towards greater mental conquests and harmonious personality integration with its environment which far transcends that which might otherwise be expected. The child's intellectual work thus assumes the level of genius wherein interest in fantasy and "play" gradually disappears entirely. Remarkable qualities of inner character, dignity and self-discipline also emerge as a corresponding result of the child's normal work in the environment.

Discipline

> *"Discipline is therefore attained indirectly, that is, by developing activity in spontaneous work."*
>
> **Maria Montessori**
> *from* **Discovery of the Child**, *p. 305*

The child's work with physical objects extends its impact far beyond the domain of mere acquisition of academic knowledge and a refined coordination and control of physical movement to engender an inner quality of profound self-discipline. The child thus becomes more able to effectively function with confidence, harmony and independence in society. However, such profound changes within the child are not readily seen by the adult as connected with the child's immediate physical activity. The typical adult, blinded by one's

Cont'd on Page 4, Col. 1

Book Review

The Computer and the Child —A Montessori Approach

***By:** Peter G. Gebhardt-Seele*
***Publ. By:** Computer Science Press, 1985*

> *"Our care of the child should be governed, not by the desire 'to make him learn things' but by the endeavor always to keep burning within him that light that is called the intelligence."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *P. 200*

The undeniably expanding use of computers in education - and in every facet of modern life - calls striking attention to their possible introduction and use with children in the Montessori environment. "*The Computer and the Child*" is a most scholarly effort to penetrate below the superficial utility of computers to "instruct" children in a traditional setting to consider what, if any, utility and purpose the computer has for children in a Montessori environment.

Mr. Gebhardt-Seele, author of ***Computer***, offers less than an enthusiastic endorsement of the value of the computer in the Montessori environment, particularly for children under the age of six where he states "*there are important considerations not to include it.*" (The Society likewise has cautioned against the use of computer hardward in the Montessori environment. See ***Montessori Observer*, Vol. IV, No. 6, September, 1983** in article entitled "*The Danger of Computers.*")

Nevertheless, computer introduction and instruction with children is growing in schools. The author cites a 1982 study which indicates that some 15,000 elementary and secondary schools in the United States at that time were using computers to fulfill some aspect of the traditional teaching function. ***Computer*** suggests that such proliferation of computer usage in traditional education may serve at least one beneficial purpose if it is only "to demonstrate beyond all possible doubt the mechanical character of the schoolmaster's function as it is conceived by traditional teaching methods" to "elicit correct repetition of what has been correctly transmitted." (***Computer***, p. 19)

Although use of computers in Montessori education is clearly questioned, Mr. Gebhardt-Seele presents an argument for their modest introduction to the 6-12 year old child - to enhance the elementary child's exploration and inquiry into physical laws of nature and mathematical operations and to afford a basic "literacy" of this technology which promises to so dominate society for the foreseeable future. The author also suggests a certain practical utility of the computer in the learning of certain mechanical-type skills, such as typing, grammar, spelling and word processing.

Cont'd on Page 4, Col. 3

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Work

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Work

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own perception of "work" to change some external condition, tends to disregard the child's deeper inner purpose implicated by its external activity—i.e., to create its own being and identity in the world.

The Child's Work

> *"A child's labor is far different from and, we might say, even opposed to that of an adult. It is an unconscious labor . . . of man being created."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p. 193-94*

Adults generally fail to recognize the child's work as entirely different in nature and purpose from that of the adult. Unlike the adult, the child does not work merely to accomplish some external change to the environment. Rather, a child's way of working with some exercise or activity may appear quite wasteful of energy and needlessly repetitious from the adult point of view. Nevertheless, the child's work follows an inner guide and purpose, whose results in the world touches the most vital well-being and future of humanity. Such work is creating the child's own being in the world according to natural instincts set in motion through biological imperatives given at the moment of conception.

Instinct to Work

> *"The child has an instinct to co-ordinate his movements and to bring them under control."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 180*

A child's natural instinct and inclination to harmoniously integrate its personality expression with the environment is realized primarily as a process of co-ordination and control of physical movement through concentrated work with physical objects. Such an instinct to work therefore reflects the child's fundamental tendencies in life to express its being and explore the environment according to mysterious inner dictates given by the plan of creation. The "normalized" child thus emerges as indeed a great worker creating a new and better humanity.

The Great Worker

> *". . . the child is a great worker . . . who can learn by himself, teach himself and who possesses discipline within himself. . . . No attention is paid to this reality . . ."*
>
> **Maria Montessori**
> *from* **The Formation of Man**, *p. 66*

The child's great work of creating a new humanity is not readily perceived in its humble, modest, external movements and activity. Nevertheless, the child is a great worker building the very spirit for mankind to resolve the deepest and most troubling problems in the world today. One's complete commitment to the three Montessori principles; i.e., (1) "Observation"; (2) "Individual Liberty"; and (3) "Preparation of the Environment", is the type of adult being which frees the child to reveal its great work on behalf of expanding joy, peace and harmony for all mankind.

Creating Peace

Cont'd from Page 1, Col. 1

with which one's own personality has become detrimentally associated since early childhood. Being a Montessori teacher—as opposed to being one's "personality"—necessarily engenders the experience of painful feelings, such as tension, anger, fear, helplessness and embarrassment from time to time. In the face of a child's misbehavior, pressure from parents and associates for external "results" or the dictatorial impositions of government officials under the guise of "regulation," the experience of Montessori teaching can readily emerge as feelings of discouragement, defeat and failure.

To stand alone as a commitment to Montessori principles on behalf of the "normalized" child—amid an array of awesomely hostile oppressive forces and detrimental reactive tendencies—requires a profound courage, patience and determination. The extent of one's faithful being as a true Montessori teacher is an accurate measure of one's ability to effectively engage in the real work of creating peace in the world.

Computer and Child

Cont'd. from Page 3, Col. 3

Computer specifically provides a most exacting sequence of presentations to lead the child through a process of mastery of basic computer programing. A series of cards are employed to enable the child to visualize and simulate the various computer functions. The materials emphasize the child's own self-correction and instruction; however a considerable amount of teacher guidance through specific lesson presentations is nonetheless involved.

In response to Mr. Gebhardt-Seele's argument for computer awareness in the 6-12 Montessori elementary environment, one is compelled to caution judgment with regard to the foremost concern for the child's own independent discovery, interest and creative exploration of culture. Today's society abounds with complex machinery and technology which one routinely employs for useful purposes without any particular depth of knowledge as to "how it works." Certainly, one does not have to be an electrical engineer to turn on a television set or replace a light bulb. The child's own interest should therefore provide the essential guiding basis for introduction of any specific materials in the Montessori environment—including the "high tech" type of material associated with computer hardware. The child's interest—not that of the teacher or some perceived "need" in society—is always foremost in a Montessori environment, and this applies equally as well with the elementary (6-12) child as it does with the child under six.

"*The Computer and the Child*" examines a field of technology and human experience which merits the respectful attention of all. Where appropriate, such technology can certainly be intelligently presented to children in a Montessori environment without engendering undue dependence on the adult presence to direct or guide the child's own independent learning. Mr. Gebhardt-Seele has certainly contributed to such a constructive purpose in "*The Computer and the Child.*"

January, 1986 Vol. VII, No. 1

The Montessori OBSERVER

Fantasy

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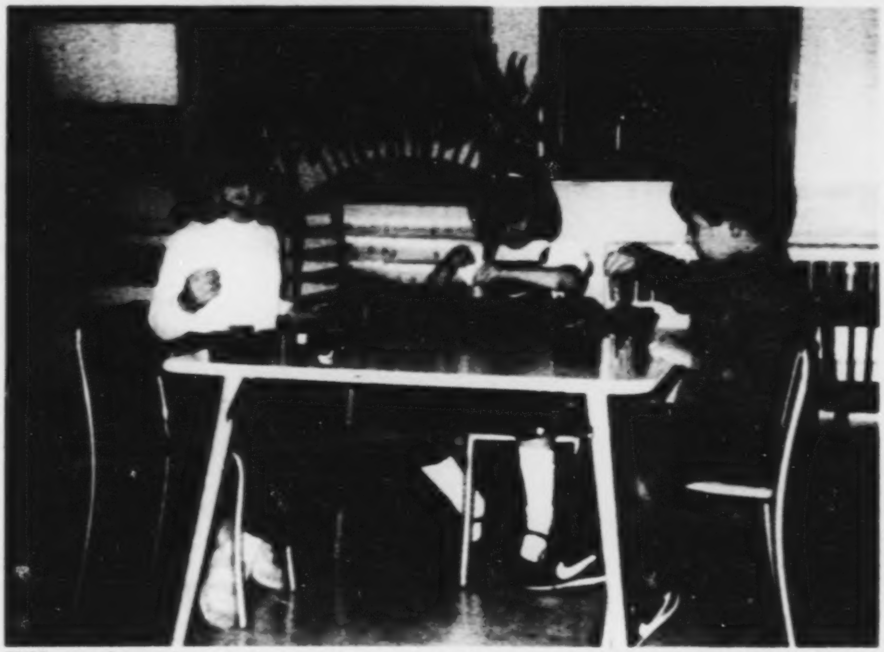

Children working with sensorial apparatus at the Omni Montessori School (St. Catharines, Ontario, Canada)

Omni in Ontario, Canada

The Omni Montessori School, located in St. Catharines, Ontario, Canada, was opened by **Mary Hoffman** on September 3, 1985. Ms. Hoffman, director of this new Society member school, also serves as its head teacher for the primary Montessori environment conducted for children 2½ to 6 years of age. The school is licensed under the Ministry of Community and Social Services, Day Nurseries of Ontario, Canada.

The Omni school program provides two half-day Montessori sessions with flexible weekly schedules. Ms. Hoffman recommends, however, that a full five-day per week schedule be followed to assure a more regular daily routine for the children.

Special program features include field trips, parent workshops and a monthly newsletter for parents. For further information, contact: Mary Hoffman, Omni Montessori School, 366 St. Paul St., St. Catharines, Ontario, L2R 3N2, Canada, Tel. (416) 641-0801.

Faith

"The teacher . . . must have a kind of faith that the child will reveal himself through work."

Maria Montessori
from **Absorbent Mind**, *p.276*

* * *

Forest Hills Montessori School in New York

The Forest Hills Montessori School (Forest Hills, New York) provides full and half day Montessori sessions for about 130 children from two to twelve years of age. **Sunila Tejpaul** is the director of this Society member school.

Since Ms. Tejpaul regards the continuing development and preparation of her staff as a matter of foremost concern, she consistently encourages her staff to extend their knowledge and mastery of Montessori teaching whenever possible. One staff member, **Nell Rollo**, has been supported to participate in the Society's Independent Study Course. Ms. Rollo, staff member of the Forest Hills School for some

Cont'd. on Page 4, Col. 2

Society's Law Suit to Supreme Court

The Society's federal court suit to conduct its Montessori teacher training in the state of Maryland is now in the process of being offered to the United States Supreme Court for its authoritative final disposition. Accordingly, a petition for *writ of certiorari* will soon be submitted to request the high court's consideration of such issues as educational freedom and equal treatment in government "regulation" which have been raised in this case. The Society's complaint has now been pending disposition before various levels of federal court authority since its original filing in September, 1981.

Presently, the Society's complaint is under a dismissal ruling by the Federal District Court for the District of Maryland, decided on December 18, 1984. Such dismissal has brought sharpely into focus the extent of governmental power to censor and otherwise prohibit and restrict the operation of private school education in Maryland. The state certification and control of private religious schools is also raised in this case since the court's decision has implicitely assumed that "*educational institutions operated by bona fide church organizations would be subject to state certification.*"

Cont'd. on Page 4, Col. 3

New Publication Schedule for "Montessori Observer"

The Society will now publish and distribute its "*Montessori Observer*" newsletter in the following months only: January, March, May, September, October and November. This new publication schedule, six issues per year instead of the former eight-issue schedule, intends to enhance the quality and newsworthy content of each issue while still maintaining the Society's regular supportive communication with its membership throughout the year.

The "*Montessori Observer*" will continue to provide Society members with an interesting and lively consideration of the three fundamental Montessori principles in each issue, as well as useful communication and information on a wide range of noteworthy topics of concern to all. Articles and letters for publication in the "*Observer*" are always welcome. Send communication to: International Montessori Society, 912 Thayer Ave., Silver Spring, Maryland 20910.

Fantasy

by Lee Havis

> *"In the surroundings which we provide . . . excited fantasies and restless movements disappear . . . (the children) calmly face reality and begin to perfect themselves through their work. They become normal children."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p. 156*

Dr. Montessori discovered that truly "normal" children — reflecting their own true nature given at conception — find harmony and peace in an intimate attachment to the reality of being in the present moment. One's own Montessori teaching - i.e., that which is implicated by a conscious awareness of the principles of (1) "Observation;" (2) "Individual Liberty"; and (3) "Preparation of the Environment"—would accordingly reveal that normal children do indeed prefer "work" over "play"; "reality" over "fantasy". In truth, a child's common fantasy play is not "normal" behavior but rather fundamentally a refuge from painful environmental experience; i.e., a mask to hide from the realization of excessive suffering and in a hostile reality dominated by adult repression and tyranny.

Flight into Fantasy

> *"A flight into play or a world of fantasy . . . represents a subconscious defense of the ego which flees from suffering or danger and hides behind a mask."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p. 157*

Childhood fantasy is nature's merciful means of delivering a child from the conscious awareness of intolerable pain resulting from hostile environmental impositions, such as the trauma of birth, schedule feeding, sensory deprivation, punishment, blame and other such forms of detrimental experience. A child's revulsion to a wide range of specific painful impositions becomes gradually generalized to all external stimuli and the child escapes into a regular pattern of fantasy expression.

Personality

> *"A child is forced to come to terms with his surroundings and the efforts entailed lead to an integration of his personality."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p. 35*

By about the age of six, the child's random fantasy begins to stabalize in the form of its "personality"—i.e., beliefs, thought patterns, self-image, attitudes, etc. The painful origin and purpose of one's being as "personality" to defend against painful repressed feelings is thereafter hidden from conscious awareness. Such repressed feelings are further comouflaged under the guise of "truth" which is integrated within oneself as the organized deviations, prejudices and conventions of adult society.

Truth

> *"The solidarity of adult society . . . assumes the power of suggestion and the appearance of an absolute truth on which all agree."*
>
> **Maria Montessori**
> *from* **The Formation of Man**, *p. 69*

One's own self-deceptive being as "personality" becomes even more intimately woven into the fabric of society through a dependent, manipulative association and relationship with others. Institutions such as "government" solidify yet further the apparent "truth" of popular opinion which gradually comes to justify, determine and reinforce the ultimate bounds of one's "reality".

Reality

> *"To be contented with the imaginary, and to live as if what we imagine actually exists; to run after illusion, and 'not to recognize' reality, is a thing so common that scarcely is it apprehended. . ."*
>
> **Maria Montessori**
> *from* **Spontaneous Activity in Educ.**, *p. 265*

Reality emerges as conscious awareness in the present moment—a being ordinarily defined by one's "personality" (i.e., that which is stabalized within oneself to mirror the repressive environment of one's own early childhood life). With such a being as "personality", the adult thus approaches the child in traditional education. Consciousness of such a self-deceptive tyrannical being is well-hidden by a preconceived self-image of god-like authority and power in association with children.

Self-Deception

> *"We deceive ourselves if we imagine that we are always following life's highway towards perfection . . . we fail to realize our faults; we live in a state of illusion shut off from reality."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, p. 246

With children, the adult tends to assume a self-deceptive role of a sort of "hero" in a complex underlying emotional drama which emerges in external form as struggle, control and manipulation. Under such a "guise of goodness", the traditional teacher assumes the identity of "personality", a role most closely associated with that of one's one parents. The children accordingly appear in the role of oneself as a little child. The adult's dramatic "playing" with children persists as a result of its camouflaged nature within the adult and the child's own inability to restrain or otherwise defend against such impositions in this regard.

Playing with Children

> *". . . children . . . do not understand us, they cannot defend themselves from us, and they accept whatever we tell them. They not only accept abuse, but feel guilty whenever we blame them."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p. 151*

Instinctively receptive to environmental influence, the young child's "absorbent mind" readily adopts whatever interpretation of being given for it by the responsible adult. Accordingly, the child's superficial being arises as that of a "doll" to fit into the adult's particular "reality". An adult thus tends to "play" with children as a child plays with its doll—i.e., assuming the role of some powerful adult figure (like "mother") whereas the doll is represented as somehow weak and dependent. Despite the obvious camouflage of different name and superficial circumstances, a discerning observer can readily recognize the underlying reality of the doll as the child's own projected being.

Similarly, the adult "plays" with children by projecting one's own being into that of the child. Thereupon, the play proceeds to dramatize the weakness, dependency, blame, shame, badness, fear and other such aspects of one's own early childhood life. The reality of such projected being is hidden by many false assumptions about the entire nature of "fantasy". For example, adults generally interpret "fantasy" in children as somehow "creative imagination" worthy of an active encouragement, if not, convenient disregard.

Cont'd. on Page 3, Col. 1

Look for the
March
Observer
featuring
Pain

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Fantasy

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Creative Imagination

> *"Adults actually favor and encourage . . . fantasies, interpreting them as the creative tendencies of a child's mind."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p.155*

Interpreting "fantasy" in children as somehow constructively "creative", the adult fails to recognize the underlying painful struggle with which such fantasy in actually associated—i.e., to escape from a reality of weakness, dependency, shame, guilt and blame. Adult attention therefore tends to dwell only on the superficial story, plot or script so commonly patterned after television shows, the movies or common real-life scenarios. The adult likewise fails to recognize the fundamental sensory deprivation implicated by such an escape from reality.

Sensory Deprivation

> *". . .a child creates an illusion. . . but this is not a proof of imagination, it is a proof of an unsatisfied desire;. . . it is a manifestation of conscious sensitive poverty."*
>
> **Maria Montessori**
> from **Spontaneous Activity in Educ.**, p. 257

Deprived of critical sensory experiences with its environment, the young child generally fails to form an integrated harmony with reality. Without such an essential basis in reality, the child cannot develop true creative imagination. Accordingly, whatever "imagination" to emerge in children under about six years of age is pure fantasy. Since some adults interpret such fantasy expression as the child's "choice", no effort is ordinarily made to resolve the matter and the child is therefore "abandoned" under the guise of offering "Individual Liberty".

Abandonment

> *"The principle of* liberty *is not therefore a principle of* abandonment, *but rather one which, by leading us from illusion to reality, will guide us to the most positive and efficacious 'care of the child'."*
>
> **Maria Montessori**
> from **Spontaneous Activity in Educ.**, p.9-10

Children are "abandoned" by adults when they are simply left to their own self-deceptive fantasies. True "Individual Liberty" offers the child reality; i.e., opportunities for goal-directed environmental experience (i.e., "work") with real objects. The effective application of such "Individual Liberty" as a Montessori principle necessarily entails a "being" with children which transcends the illusion of "truth" given by popular opinion or one's own "personality". True Montessori teaching is being a "commitment to Montessori principles"; i.e. that which is perhaps most closely associated with the role of "author" or "observer" of the drama arising in one's association with children. In such drama, the child arises as an "unknown entity".

Unknown Entity

> *". . .all, or nearly all, see the child as he is commonly known only, not the child as he is, still an unknown entity."*
>
> **Maria Montessori**
> from **The Formation of Man**, p. 60-61

As a "commitment to Montessori principles", one is indeed the creator of the entire reality of the "normalized" child. Such creation recognizes the child as the "unknown entity" from which will eventually spring the child's true nature as a spontaneous expression of itself. Faced with a child's "fantasy" expression, a Montessori teacher is therefore compelled to insightfully "observe" beyond that which is superficially present and, if necessary, to confront and interrupt a child's disruptive "fantasy" behavior to apply the principle of "Individual Liberty".

Interruption

> *"If . . . there is some child who persistently annoys the others, the most practical thing to do is to interrupt him . . . to break the flow of disturbing activity. The interruption may take the form of any kind of exclamation, or in showing a special and affectionate interest in the troublesome child."*
>
> **Maria Montessori**
> from **Absorbent Mind**, p. 278-279

The Montessori teacher's "interruption" of fantasy expression in children intends to arouse interest in reality, to "awaken" an unconscious spirit to the opportunity to work in the present moment. Although such "interruption" may well meet with considerable initial resistance from the child, one proceeds nonetheless with a directed non-judgmental inquiry, observation or conversation to penetrate the child's inner wall of separation from reality.

The Inner Wall

> *"An inner wall is built up which closes the spirit and conceals it as a defense against the world. Behind these multiple barriers a hidden drama is unfolded."*
>
> **Maria Montessori**
> from **Secret of Childhood**, p. 160

Children interrupted in their fantasy expression often initially reveal an "inner wall" whose essential message is "go away". Adults must nonetheless proceed forward with their inquiry. Similarly, the adult's communication in this regard can become confused and frustrated as the superficial roles and circumstances of a particular drama suddenly change without apparent reason.

Confusion

> *"Children . . . start something only to leave it unfinished . . . A child's imagination can give a symbolic meaning to any object whatever. . ."*
>
> **Maria Montessori**
> from **Secret of Childhood**, p. 155-157

A child's sudden shift in the external drama way well confuse and thereby discourage an adult's further communication and inquiry into some fantasy scenario. Confusion emerges when, for example, children who are one minute pretending to build a "space ship" become a "family of racoons" in the next. The discerning adult disregards such superficial changes, attending instead to the underlying reality of repressed feelings which is being played out as the true content and "script" of the drama. Confusion may also arise when children identify themselves as non-human entities.

Non-Human Entities

> *"The wandering mind that breaks away from reality, breaks away also . . . from healthy normality.*
>
> **Maria Montessori**
> from **Absorbent Mind**, p. 266

Children who have assumed a "non-human" identity are wandering far from reality to significantly deter effective adult communication. Verbal expression from "non-human" entities is generally limited to some sort of "bark", "grunt" or other such meaningless noise. With patience, one may nonetheless find opportunities to penetrate this particular barrier to reality. Sometimes, verbal dialogue itself becomes an obstacle when the adult oneself becomes entangled in the child's fantasy. Accordingly, the adult must carefully notice one's own speech to avoid the child's subtle manipulation in this regard.

Manipulation

> *"Even though child and adult seem to have a deep understanding and affection for one another, they are ensnared in the same net . . . an adult with his useless assistance and hypnotic influence has substituted himself for a child and impeded his psychic growth."*
>
> **Maria Montessori**
> from **Secret of Childhood**, p. 162

A child's verbal dialogue with an adult during some fantasy scenario can readily capture the adult in the same web of illusion with which the child itself is ensnared; e.g., "Will you be the mommy?"; "Tell Mary that she can't play with us". The most effective adult response to such manipulative dialogue is to insightfully re-direct the conversation; e.g., "Who is the 'mommy' now?"; "What is Mary doing to disturb your activity?". Indeed, complete silence may be most appropriate in the face of such manipulative expression. In any case, fantasy will ultimately resolve itself as the child realizes some important interest or purpose it has in reality—to work constructively on behalf of its own self-development.

Cont'd. on Page 4, Col. 1

Positions & Placements

Placement desired: Montessori teacher seeks employment opportunity. Graduate of "Good Shepherd Maria Montessori Training Center" (Colombo, Sri Lanka). fluent English. Educational emphasis is speech and drama. Interests include sewing and ballet. Contact: Samanthi Mudalige, 20/14 Fife Road, Colombo 5, Sri Lanka.

Montessori Directress: (2-6), well established school in suburb of Cleveland, Ohio. Position available immediately. Salary negotiable. Can call collect (216) 248-3100, or (216) 475-6464.

Vol. VII, No. 1
January, 1986
Fantasy

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Fantasy

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Resolving Fantasy

> *". . . a child always has something important at hand, he is not particularly interested in playing."*
>
> **Maria Montessori**
> from **Secret of Childhood**, p. 220

The child's disengagement from fantasy may emerge quite suddenly with no particular adult consciousness as to the nature of its underlying reality of repressed feelings and emotional drama. Without apparent reason, the child may simply leave its fantasy scenario and accordingly begin to engage in deep concentration with some piece of real work in the environment. Although children may occasionally return to fantasy expression from time to time, its attachment in the child will gradually weaken as the adult patiently engages each occurrence according to Montessori principles. Ultimately, all fantasy is resolved in the phenomenon known as "normalization".

Normalization

> *"Normalization causes the disappearance of many childhood traits . . . which are generally thought to be virtues . . . the so-called 'creative imagination', delight in stories, attachment to individuals, play, submissiveness. . ."*
>
> **Maria Montessori**
> from **Secret of Childhood**, p. 154

"Normalization"—the child's return to a normal state of being in complete harmony with its environment—implicates likewise a complete resolution of fantasy behavior. Accordingly, the child reveals its true nature of intimate attachment to reality and self-constructive work with real objects. The adult's creation of the reality of "commitment to Montessori principles" thus distinguishes the normal child as intimately attached to reality—not the child which otherwise ordinarily emerges in society as so superficially consumed by idle occupation, play and "fantasy".

Children working with "Broad Stairs" at the Forest Hills Montessori School (Forest Hills, New York)

Forest Hills School

Cont'd. from Page 1, Col. 2

five years, has been participating in the Society's course since her enrollment in June, 1985.

Located in a cosmopolitan area, the Forest Hills school has children from all over the world. Therefore, various "international" days are held whereby parents are invited to come and share with their child's class their special holidays, customs and various foods of their countries. Ms. Tejpaul reports that these special "international" days help the children incorporate the various curriculum areas of practical life, sensorial exercises and Social Studies all into one lesson.

The Forest Hills school also features French as a foreign language, music, art, field trips and a summer Montessori program. In addition, a gymnastics program is offered for children 3-6 who go to a local YMCA once a week to work under the guidance of gymnastic specialists.

For further information, contact: Sunila Tejpaul, Forest Hills Montessori School, 104-40 Queens Blvd., Forest Hills, New York 11375, Tel. (718) 275-0173.

Marketplace

For Sale/Lease: Montessori school, 2½ yrs. to 8th grade. Fully enrolled, well-equipped. 38,250 sq. ft. building, 12 acres, wooded. Contact Mr./Mrs. Pinard, (313) 751-2758.

New Phonetic Practice Readers

MCP Primary Readers: Series B

The popular *MCP Primary Readers*—available for several years from the Society—are now being expanded to include a new similar 40-book series entitled *"Series B"*.

The new *MCP Primary Readers, Series B*, afford an excellent additional resource for Montessori teachers and others concerned with assisting children in the vital skill of learning to read. The Society now offers this new *Series B* of phonetic readers along with the current *Series A* as before. Send orders prepaid only. Price is $9.72 per set, $38.88 for the entire 4-set series (40 books). (Be sure to specify *"Series B")* Add postage of $1.50 for a single set, $3.50 for the 4-set series. The entire 80-book set of both *Series A* and *Series B* is $77.76 (Plus $4.75 postage). *Society members receive a 20% discount from the prices indicated.*

Society's Law Suit

Cont'd. from Page 1, Col. 3

The Society is seeking support for its petition in the form of *amicus curiae* briefs for submittal to the Supreme Court by interested parties throughout the United States. All involved in private education have an important interest in the transcendent issues of freedom from censorship and equal treatment in government "regulation" which are raised by the Society's suit. To receive a copy of the Society's petition or for further information, contact: International Montessori Society, 912 Thayer Ave., Silver Spring, Maryland 20910.

March, 1986

Vol. VII, No. 2

IMS

The Montessori
OBSERVER

Pain

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PS 026650

Child working with Practical Life "polishing" exercise at the Step by Step Early Learning Center (Miller Place, New York).

Step by Step in New York

The Step by Step Early Learning Center (Miller Place, New York) is based in a country suburban community within 10 miles of the State University of New York (SUNY) in Stonybrook, New York. This Society member school provides both full and half-day Montessori sessions for children aged 3-5 from a diversity of family backgrounds. Special features of the school program include art, parent education and a summer Montessori program.

The Step by Step school, directed by **Judy Salmon**, has been in operation for approximately 10 years with its teaching staff consisting of educators with over 20 years of experience and considerable advanced educational background. Ms. Salmon states that "Montessori principles are adhered to in a strong positive environment".

For further information, contact: Judy Salmon, Step by Step Early Learning Center, 138 Radio Ave., Miller Place, New York 11764, Tel. (516) 821-0474.

Concentration

"When a normal child is attracted by an object he fixes his whole attention intently upon it and continues to work without a break in a remarkable state of concentration."

Maria Montessori
from **Secret of Childhood**, *p.114*

Organizing the Local Montessori Community

Montessori teachers and schools can significantly benefit from the regular association and communication with others uniquely available through a local Montessori organization. Through such means as conferences, workshops, seminars and regular meetings, such an organization can provide a most constructive opportunity to share experiences and otherwise consider practical problems and intersts with which others are likewise involved.

To address matters of particularly local concern and otherwise afford an opportunity for direct association with others, the International Montessori Society supports the formation and active participation with others in an effective local Montessori organization. Where existing local "Montessori" organizations are prejudicially based on exclusionary restrictive

Cont'd. on Page 4, Col. 1

"New Society" in the Philippines

"Society has built up walls, barriers. These the new education must cast down revealing the free horizon. The new education is a revolution, but without violence. It is the non-violent revolution."

Maria Montessori
from **Absorbent Mind**, *p.215*

The recent remarkably non-violent revolution in the Philippines—to unseat the 20-year rule of the Marcos government—reflects in many respects the true spirit of the "normalized" child alive in the world today. The illusory "new society" promoted by the former Marcos government may now become a true reality of such as expanding harmony, justice and freedom in the Philippines; perhaps a model to the world in this regard.

The spirit of the "normalized" child was evidently present in the revolutionary events in the Philippines during Spring, 1986. Courageous and determined, many persons challenged the established dominant forces of repression and prejudice in the Philippines to create a new opportunity beyond the customary limitations of patterns of the past. The inspiring spirit of **Sylvia Solis** ***(Observer,** September/ 1984, Vol. V, No. 6),* Filipino graduate of the Society's Montessori teacher training, was an evident presence in the Philippines recently, expressing itself as a commitment to the principles of: (1) "Observation"; (2) "Individual Liberty"; and (3) "Preparation of the Environment".

With a new regime in the Philippines, the hard work of creating a "new society" is only begun. However, as the spirit of Sylvia Solis manifests itself in the lives of others likewise committed to the emergence of the "normalized" child in the Philippines, a truly "new society" of peace, harmony and love may accordingly become a tangible presence in that country and throughout the world.

Individual Liberty

"A lady of high rank once paid the school a visit and . . . said to a little boy, 'So this is the school where you do as you like?' 'No, ma'am,' said the child. 'It is not that we do as we like, but we like what we do.' "

Maria Montessori
• *from* **Absorbent Mind**, *p. 254*

Pain

by Lee Havis

> *"Pains from our earliest childhood are total mysteries . . . Yet we see their effects every day on the way we live, in our relationships, in our symptoms, and in our social adjustment."*
>
> **Dr. Arthur Janov**
> *from* **Prisoners of Pain,**
> *Introduction, p. ix*

Montessori teaching invariably entails the experience of some pain in the process of one's being with children as a complete commitment to the principles of: (1) "Observation"; (2) "Individual Liberty"; and (3) "Preparation of the Environment." The particular pain of Montessori teaching emerges generally as a resistance to imposing forces in society which are opposed to the emergence of the child's true "normalized" nature. Such resistance implicates a vast organization of defense against the realization of repressed pain from the mysterious past of one's own life which must be directly and personally challenged and resolved in one's immediate everyday experience with others.

Organization of Defense

> *". . . a kind of 'subconscious organization of defense' is achieved by all parents in the world. All lean upon each other. The whole of society forms a collective subconscious wherein all act in complete agreement when they remove and suppress the child."*
>
> **Maria Montessori**
> *from* **The Formation of Man,** *p.68*

Society's organized repression of the child's true nature necessarily implicates a corresponding repression of one's own long forgotten personal pain from infancy and early childhood. Notably, all, or nearly all, parents have accepted as somehow "normal" or inconsequential a certain amount of crying and other such expression of distress, pain and suffering in their offspring. Accordingly, the average infant suffers extreme pain in the ordinary course of its early childhood development—ultimately resulting in a general condition of "revulsion" to all environmental experience.

Revulsion

> *". . . if—from early infancy—the child feels a revulsion for the surroundings on which he depends for his development, this must necessarily prevent him from growing up normally."*
>
> **Maria Montessori**
> *From* **Absorbent Mind,** *p.77*

The child's revulsion to its surroundings generally entails a corresponding repression of pain to assure a measure of conscious stability and physical survival in the world. The child is thus mercifully delivered from the constant consciousness of unrelenting suffering and pain in the present moment which is hidden behind the mask of fantasy play to disguise its underlying essential nature.

Flight into Play

> *"A flight into play or a world of fantasy . . . represents a subconscious defense of the ego which flees from suffering or danger and hides behind a mask."*
>
> **Maria Montessori**
> *from* **Secret of Childhood,** *p.157*

Fantasy play is the child's basic means of defense against the conscious realization of pain. In fantasy, the child employs a complex array of symbolic mental impressions and drama in outer behavior to distort and disguise the underlying repression of pain which is its essential purpose. Eventually, the abnormal wanderings of the child's mind become deeply woven into the very fabric of the child's personality as it emerges in stable form at about the age of six.

Personality

> "With our conscious memory we forget, but the unconscious . . . does something far worse, for impressions made at this level . . . become graven on the personality itself."
>
> **Maria Montessori**
> *from* **Absorbent Mind,** *p.77*

The young child's "absorbent mind" compels a personality formation which comes to intimately reflect its characteristically repressive early childhood environment. In later childhood, this repressive "personality" weaves itself into the fabric of organized deviations and conventions in adult society. Accordingly, the repression and camouflage of one's own particular painful early childhood experience comes to assume the proportions of a fundamental "reality" of shared prejudices and illusion with others.

Camouflage

> *"Conventions which camouflage a man's true feelings are a spiritual lie which help him adapt to the organized deviations of society . . . This is the terrible lie lurking in the deepest recesses of the subconscious."*
>
> **Maria Montessori**
> *from* **Secret of Childhood,** *p.176*

One's continuing need to "camouflage" the undue experience of excessive pain from early childhood engenders a certain dramatized "harmony" with others in society. Such drama is readily apparent in such oppressive phenomena of adult society as war, guns, police and prisons. Accordingly, "pain" appears to reflect certain vague external forces—the "enemy" which is somehow "responsible" for one's pain, fear and insecurity in the world.

With children, the average parent or teacher easily imposes blame to avoid resolution of one's own painful feelings of tension and discomfort in the face of misbehavior and disorder. Defenseless and vulnerable, the young child is simply compelled to accept whatever guilt or blame which may result from the adult's callous and judgmental impositions in this regard.

Cause of Pain

> *". . . children . . . do not understand us, they cannot defend themselves from us, and they accept whatever we tell them. They not only accept abuse, but feel guilty whenever we blame them."*
>
> **Maria Montessori**
> *from* **Secret of Childhood,** *p.151*

Traditional teaching—to punish and blame children for their misbehavior and disorder—generally tends to avoid the cause of pain as that which lies within oneself. By contrast, Montessori teaching accepts the path of growing awareness of inner pain—to discover unconscious inner error to abstain from undue personality imposition in the child's environment. The Montessori teacher—more a "psychologist" than a "teacher"—thus probes into the mystery of the unconscious mind to resolve that which lies hidden from one's own long forgotten past as a little child.

Modern Psychology

> *"Modern psychology exactly suits our method, for whereas the older science was based on the observation of superficial facts of consciousness, the new seeks to observe the unconscious mind, and probe its secrets . . ."*
>
> **Maria Montessori**
> *from* **To Educate the Human Potential,** *p.27*

Cont'd. on Page 3, Col. 2

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May Observer

featuring

Independence

The Montessori Observer

published by
INTERNATIONAL MONTESSORI SOCIETY
912 Thayer Ave.
Silver Spring, MD 20910
(301) 589-1127
Lee Havis, Executive Director

The *Montessori Observer* is mailed six times each year to Society members throughout the world. The *Observer* is sent during the months of January, March, May, September, October and November. The purpose of this publication is to provide news and information about the development of Montessori education to extend awareness of Montessori principles and to promote harmony within the Montessori community.

INTERNATIONAL MONTESSORI SOCIETY

The International Montessori Society is sponsored by Educational Services, Inc., a non-profit corporation organized in Maryland, U.S.A. The Society's purpose is to support the effective application of Montessori principles throughout the world.

IMS ADVISORY BOARD

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SUBSCRIPTION

Subscription to this *Observer* publication may be obtained by requesting Society membership which is open to all individuals for a $15 annual fee. Society members also receive a subscription to the *Montessori News*. Send request for membership benefits.

ADVERTISING

Advertising space is available for services and products relating to Montessori education. Marketplace ads are $7/line. Position and Placement ads are $10 each and will be set and edited by the Society to conform to space requirements. Write for the Society's advertising outline as to rates and other information about design advertising.

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LETTERS TO IMS

The following letters to IMS were received regarding the Society's petition for **writ of certiorari** *which was filed with the United States Supreme Court on January 28, 1986. This petition summarizes the Society's six-year federal court litigation to enable its operation of Montessori teacher training in the state of Maryland which is opposed by that state's regulatory agencies.*

February 3, 1986

Dear Mr. Havis,

I have read your documents with great interest. I think they do raise significant issues about government regulation . . . I wish you the best of luck in your endeavors.

Sincerely,

Anthony S. Murry
Capital Legal Foundation
Washington, D.C.

January 23, 1986

Dear Mr. Havis,

Thank you for sending me the materials in the case. I certainly agree that the issues involved in this case could have a direct impact on issues which we are directly involved with, i.e., parental control in the area of education. I have opened an active file on this case and would appreciate your notifying us if the petition for *writ of certiorari* is granted. If so, we will certainly want to file an *amicus* brief in this case.

Thank you for your invitation for us to participate in this proceeding.

Very truly,

Larry L. Crain
The Rutherford Institute
Manassas, Virginia

December 18, 1985

Dear Mr. Havis,

Thank you for requesting our *amicus* assistance in your case before the Supreme Court.

I have reviewed the materials and submitted them to our president, who also reviewed them . . . We are both especially interested in the Establishment Clause issue and wished our participation had been requested at an earlier stage . . .

We wish you luck and will be interested in the outcome.

Very truly yours,

Stuart M. Niemtzow
Mid-Atlantic Legal Foundation
Philadelphia, Pennsylvania

December 10, 1985

Dear Mr. Havis,

We are in favor of your being allowed the educational freedom to conduct your post-secondary school in Maryland.

With sincere best wishes,

Daniel D. McGarry
Educational Freedom Foundation
Glendale, Missouri

Dear Mr. Havis,

We have reviewed the materials you sent concerning (the Society's petition) . . . this case raises an important issue affecting private education . . .

Please keep us advised of development . . .

Very truly yours,

John M. Cannon, President
Mid-America Legal Foundation
Chicago, Illinois

December 18, 1985

Dear Lee,

Your copy of the Society's petition for *writ of certiorari* made fascinating reading and I hope will be successful. It's unbelievable to me in this day and age that something such as this suit ever had to be originated . . .

Sincerely,

Elizabeth Hainstock
San Juan Bautista, California

Pain

Cont'd. from Page 2, Col. 3

As an inquiry into the mysterious nature of man's unknown nature, modern psychology follows the same general approach as Montessori teaching to discover the truth of present moment experience. Notably, the recent work of **Dr. Arthur Janov** reflects this path of "modern psychology" which seeks to uncover and resolve the deeply hidden mysteries of unconscious pain.

Unconscious Pain

> *"It is the ability to become unconscious that allows men and women to survive the untold agonies of the past . . . The unconscious is not a vague psychological concept but a reality in our brains and bodies . . . Primal therapy offers the individual a way into the unconscious, and thus a way out of unconsciousness."*
>
> **Dr. Arthur Janov**
> *from* **Prisoners of Pain**, *Intro., p. x*

Dr. Janov's "Primal Therapy" reflects a revolutionary means of resolving unconscious early chldhod pains which have become deeply engrained into the fabric of one's personality since infancy. Since "Primal Therapy" allows one to become fully conscious of certain painful early childhood experiences, the need to continue one's defensive pattern of avoidance and "camouflage" in one's personality tends to disappear.

The approach of "Primal Therapy" to probe into unconscious pain, tends to engender a constructive life-long process of "feeling" so that pain is spontaneously resolved within oneself as it arises in the ordinary course of living. "Pain" is therefore recognized as an inevitable aspect of life—a sort of by-product of creative being which finds its ultimate completion and justice in a transcendent harmony between opposing forces in the present moment.

Harmonized Opposition

> *"If one pulls in a given direction, there will always be another which pulls the opposite way . . . a wonderful harmony between opposing forces. The result is . . . a harmonized opposition, an agreed disagreement."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p.143*

Pain—emerging in the form of a wide range of body sensations and experiences—is most tangibly present amid the harmonized opposition of forces which surround one's life as a "resistance to truth." Like the many layers of an onion, "pain" is similarly comprised of layers of illusion which arise in one's consciousness as thoughts, prejudices, attitudes, assumptions, emotions and body sensations. The truth of "pain" is therefore uncovered in a process of "peeling off" its many layers until the essential "nothing" at its core is finally realized.

Feeling

> *". . . it is feeling which spurs us on toward perfection."*
>
> **Maria Montessori**
> *from* **Spontaneous Activity in Educ.**, *p.341*

Cont'd. on Page 4, Col. 3

Positions & Placements

Montessori Teacher: (2-6) starting Aug./1986. Expanding rural school, in established class with extended day. Rural environment with cultural advantages of nearby college. Candidate needs to be flexible during school's expansion and growth. Supportive staff and parent community. Send resumes to: Joyce Dion, Administrative Directress, Montessori Sch. of the Upper Valley, P. O. Box 368, Norwich, Vermont 05055.

Montessori Teacher: (6-9) starting fall 1986. School established 14 years, contains 4 Children's Houses, 1 toddler program, 150 children total. Located 35 min. south of Boston on 4 acres of land. Individual must be energetic, resourceful, love kids and animals, be ready to make a commitment and decisions about new program. Salary $17,000-$22,000 plus benefits. (10 mo. school yr.) Please call 617-934-7101 and/or write: Bay Farms Academy, 145 Loring Rd., Duxbury, MA 02332.

Montessori Teachers: (3-6), (6-9). Opening for 6-9 experienced Elementary Directress and intern or first year Directress for 3-6 level. Montessori school completing 14 years of service to low income families. School serves 2½-6, 6-9. Beginning 9-12 in August of 1986. Contact: Sister Deanna Randall, 400 So. Logan St., Denver, Colorado 80209, Tel. (303) 722-7708.

Montessori Teacher: (6-9) School is well-established, 20 years old, new building, waiting list. Send letter of application, resume and references to: Staff Search Committee, Montessori School of Champaign-Urbana, 1403 Regency Dr., Savoy, Illinois 61874.

Position Desired: Montessori teacher desires position as such in the United States. Certificate from Parkistan Montessori Training Course (Karachi, Pakistan) in 1970. Presently teaching at Convent of St. Joseph's (Karachi, Pakistan). Contact: **Nasira Pathan c/o N. Hussain, 88-05 171 St. Apt. 5D, Jamaica, New York 11432.**

Announcements

The St. Nicholas Montessori Centre announces its 40th Anniversary Conference in London, England, April 1-5, 1986. **Speakers include IMS advisory board member, Elizabeth Hainstock. In addition, Jacques Cousteau will speak on "Nature in Education." Fee is £100. For further** information, contact: St. Nicholas Montessori Centre, 23/24 **Princes Gate, London SW7 1PT England.**

Children show "decimal layout" at Step by Step Early Learning Center (Miller Place, New York).

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Pain

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Organizing Montessori

Cont'd. from Page 1, Col. 2

policies of participation and membership, contrary to the true spirit of Montessori principles, new organizations must be created accordingly. Each major political jurisdiction—state, province, country, etc.—can conveniently provide the geographical bounds for such organizations. Their general purpose would be to encourage and support one's own individual efforts on behalf of the emergence of the "normalized" child within the jurisdiction.

The International Montessori Society has developed a prospective model set of rules and procedures to support and encourage the formation and successful operation of a proper Montessori organization for one's local area. Notably, the Society recommends by-laws which assure an adequate funding source through fees from participants and membership which is open to all schools and individuals without regard to other organizational affiliations and/or educational background.

The Society invites inquiry from individuals and schools to create and operate an effective local Montgessori organization. A widespread network of such organizations would provide a most tangible supportive presence for progress in the work of creating the "new education" in the world. For more information, contact: International Montessori Society, 912 Thayer Ave., Silver Spring, Maryland 20910.

Child working with "Knobbed Cylinders" at the Rowntree Montessori School (Bremlea, Ontario, Canada).

Rowntree Montessori in Ontario, Canada

The Rowntree Montessori School (Bramelea, Ontario, Canada) provides a full year Montessori program for children 2½ - 10 years of age. This Society member school is organized with morning and afternoon sessions with daily hours from 7:30 a.m. to 5:30 p.m.

Mary Podgorny, educational director of the Rowntree school, states that her French language program makes extensive use of a "listening, inquiry and discussion approach to learning". In addition, she indicates that children with learning disabilities are afforded a variety of special activities which include: motor education, sensory education, music, art, and audio-visual aides. Ms. Podgorny notes specifically that "the activities focus upon helping children understand themselves and others."

For further information, contact: Mary Podgorny, Rowntree Montessori School, 93 Autumn Blvd., Bremelea, Ontario, L6T 2W1 Canada, Tel. (416) 793-2196.

Pain

Cont'd. from Page 3, Col. 2

Montessori teaching entails a peeling of the onion of "pain" wherein feelings are recognized and acknowledged as they randomly emerge in the process of living. Painful feelings and thoughts—such as humiliation, anger, tension, fear and sadness—can readily arise as one patiently observes a scene of some considerable misbehavior and disorder among children. A real courage and perseverance is therefore needed to faithfully stand by Montessori principles during those moments of acute pain and discomfort which invariably arise from time to time in the process of a child's "normalization."

Courage and Perseverance

> *"Through long experimentation we have now arrived at much elimination of error, and the possession of a key which can unlock for children the gates of a healthy and happy education. On our courage and perseverance in its use depends the future of humanity."*
>
> **Maria Montessori**
> *from* **To Educate the Human Potential,** *p.118*

Montessori teachers must be prepared to pay a certain price of pain to participate in the real work of creating a "new education." True Montessori teaching invariably implicates a certain suffering and pain as one works to assure the emergence of the child's true "normalized" spirit of love, peace and harmony in the present moment. With one's primary attention on this emerging new "normalized" child, "pain" need not unduly occupy one's concern. Rather, such pain may be viewed as merely an occasional and necessary secondary effect arising spontaneously from the essential underlying creative work of one's being as a complete commitment to Montessori principles in the world.

May, 1986

Vol. VII, No. 3

The Montessori OBSERVER

Independence

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Montessori in West Bend, Wisconsin

The Montessori Children's House of West Bend, Wisconsin was organized in 1976 as a non-profit corporation under the authority of a parent-run board of directors. Since 1976, this Society member Montessori school has gradually expanded to its present enrollment of some 80 children aged 2 to 6. Two morning sessions are conducted for children aged 3 to 6. In addition, an afternoon session, extended day and toddler program (2-3) is also provided.

In 1983, the school moved to its present location - a new building specifically designed for its use as a Montessori school. This building includes a lower level which is entirely open for free movement among the 40-50 children attending during the morning sessions.

One member of the teaching staff, **Kathy Strobel**, is presently completing the final portion of the Society's 22-lesson Montessori teacher training program which she began in April, 1985. Ms. Strobel has been with the school for the past eight years and is presently directing one of the morning sessions.

The school's beautiful outdoor environment includes a natural creek surrounded by a grassy marsh which attracts many small animals and birds, such as ducks, rabbits, grass snakes, squirrels and other native wildlife common to the area. Ms. Strobel states that the children find a considerable interest in their exploration and discovery of nature in this unique outdoor setting.

Parent education at the Children's House includes regular monthly meetings under the guidance and direction of the teaching staff. These meetings provide such activities as discussion and role-playing to help the parents learn and share about their children's work at the school. In addition, parents are invited to share their special skills and interests at the school with children whenever possible.

For further information, contact: Montessori Children's House of West Bend, 2361 West Washington St., West Bend, Wisconsin 53095, Tel. (414) 334-5300.

Children working with sensorial apparatus at the Montessori Children's House of West Bend, Wisconsin.

New Texas Society Sponsors Conference

The Texas Montessori Society, recently founded by **Sharon Dwyer** (Corpus Christi, Texas), is sponsoring a conference to initiate its work on behalf of Montessori education in that state. Set for August 16-17, 1986 in Corpus Christi, Texas, this first "Texas Montessori Conference" will be conducted by **Lee Havis**, executive director of the International Montessori Society, and will feature a presentation and consideration of "Managing Misbehavior, Applying Montessori Principles."

A recent graduate of the International Montessori Society's Montessori teacher training program, Sharon Dwyer is the owner and director of the Southside Montessori School (Corpus Christi, Texas). Ms. Dwyer founded the new Texas Montessori Society "to support communication, harmony and the effective interrelated functioning of the Montessori community throughout the state of Texas." She believes that Montessori schools and others in Texas can benefit from the type of seminars, conferences and other joint efforts the Society can provide on behalf of Montessori education in that state.

To join the Texas Montessori Society or to participate in its first Montessori conference in Corpus Christi, Texas on August 16-17, 1986, contact: Sharon Dwyer, Texas Montessori Society, 4209 Boros, Corpus Christi, Texas 78413.

Reflections . . .

by Jude McAleer

One trascendental experience comes to mind. I was the teacher/care-giver in a small, somewhat Montessorian pre-school a few years ago. I had taken the children for a walk along a creek nearby. One of the kids spotted a creature crawling out of the water onto a rock, and he called me over. I recognized it as a dragonfly nymph; their cast-off shells were visible on all the rocks along the water's edge; and I knew a dragonfly was about to emerge.

Six or eight kids quickly gathered round, and they shifted effortlessly into an attentive, rapt, almost unmoving mode of pure attention. They watched, and I observed them watching, as the nympth's body split open along its back, and slowly a folded, damp dragonfly emerged. It stretched, lengthened visibly, passed a single, glistening drop of pee, and proceeded to open and dry its wings. After perhaps ten or fifteen minutes, it lifted off into the sunny air. An "ooooh" of pure joy came from the children's lips as the miracle completed itself in that flight of blue life. Then another pause, and an explosion into voice and motion.

Petition to "Legalize" Freedom Denied

> *"The true concept of liberty is practically unknown to professional educators . . . Anyone who would claim that the principle of liberty in education is active in schools today would make us smile . . . A principle of repression that amounts at times to slavery has a firm grip on both schools and education."*
>
> **Maria Montessori**
>
> *from* **Discovery of the Child**, *p.9-10*

On March 24, 1986, the Society's five-year federal litigation to operate its Montessori teacher training program in Maryland came to an end when the U.S. Supreme Court denied the Society's petition for *writ of certiorari* to review a lower court dismissal of its complaint. This litigation, described by one panel of the Fourth Circuit Federal Court of Appeals as a "broad ranging and intricate" constitutional challenge to the state laws of Maryland over private education, sought an injunction against government officials in that state to deter their further prohibitory interference with the Society's operation of a private postsecondary institution in that state.

In general, the Society's complaint alleged that state governmental agencies such as the Maryland State Board for Higher Education employed prohibitory licensing laws to conduct unconstitutional censorship of the Society's Montessori educational curriculum in prejudicial cooperation with the Society's adversaries in the field of education under the guise of "regulation". Ultimately, such prohibitory censorship was found constitutional in a rather

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Independence

by Lee Havis

> *"The child who was born normally and is growing normally, goes toward independence."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 92*

Independence is the path followed by the normal child. Despite the newborn infant's initial helpless condition and total dependence on adult support for physical survival and basic human needs, an instinct towards complete independence is nonetheless apparent from birth. Such independence soon becomes evident in the young child's efforts to carry out a wide range of activities in its environment entirely by itself.

Instinct Towards Independence

> *"The child's first instinct is to carry out his actions by himself, without anyone helping him . . ."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 90-91*

Weak and dependent, the infant nonetheless seeks to control its own body to assure a complete independent functioning in the world. Mastery of physical movement and coordination—reaching, crawling, standing and finally walking—accompanies a similar mental conquest of such skills as speaking and understanding language. In general, the child's instinctive growth towards full independence is unconsciously deterred by many countervailing demands and obstacles in the child's surroundings. The dominant adult environment presents a most imposing barrier to the child's growth towards true independence. Therefore, despite its natural instincts towards independent functioning, the typical child is gradually rendered rather resigned and discouraged in its self-constructive efforts to fully develop itself through environmental experience.

Adult Society

> *"An adult environment is not a suitable environment for children, but rather an aggregate of obstacles that strengthen their defenses, warp their attitudes, and expose them to adult suggestion."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p.109*

Unthinking parents and teachers tend to engender an environment for children which reflects the common prejudices and limitations of adult society—i.e., the child is assumed to be generally weak, dependent and lazy; spontaneous feelings are repressed under the guise of "good manners" and "politeness"; basic biological needs are postponed or substantially denied by impatient adult schedules, values and priorities. Lacking experience and unable to defend itself from such adult influences, the average child intimately integrates these hostile adult influences within itself as "personality" according to the unique nature of its "absorbent mind". Such impositions are ordinarily accepted by the child without question as one might regard the mandate of divinity itself.

Adult Divinity

> *". . . an adult to a child is divinity itself. He is simply beyond discussion. Rather than disobey, a child must keep silent and adjust himself to everything."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p.152*

The child's "absorbent mind" compels its adjustment to that which is in harmony with its environment. Children thus readily conform to adult demands which unwittingly reinforce the adult's image as "good parent" or "good teacher". Traditional "teaching" and "helping" thus result in the emergency of children as "weak and dependent"—an image which is intimately incorporated within the child's personality to instill a pattern of considerable "dependency" on others.

Dependency

> *"children attach themselves to an older person who tends to substitute his own activity for theirs and they thus become extremely dependent upon him."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p.161*

Defenseless and impressionable, the young child is compelled to rely on teachers and parents who unconsiously define and limit its opportunity for full being and expression in the world. Gradually, the child's personality comes to acquire the customary dependency and weakness of the average adult—subject to approval of others, conforming to the dominant economic and political institutions, and generally enslaved to the tyranny of vague external forces outside oneself.

Master of All

> *"The master of all is a mysterious entity. The tyrant is all powerful, like a god. It is the environment that swallows up and crushes the man."*
>
> **Maria Montessori**
> *from* **Formation of Man**, *p.7*

The child's early repressive experiences become intimately incorporated into the child as "personality". Later, such repressive early childhood experiences become evident in one's relationship with the vague tyrannical forces of adult society. As the child creates its "personality" in early childhood to reflect the repressive tyranny of its parents, so too does adult society emerge as a similar creative expression in one's adult life—a continuing drama of struggle with vague tyrannical forces outside oneself. In general, the institution of "government" plays the same role as that of parental authority during infancy—to perpetuate the early childhood struggle against vague external forces with which one's being must invariably contend in society. The underlying truth of this environmental tyranny is well-hidden—subtly camouflaged by the typical illusion of one's "freedom and independence" in the world.

Independence of Humanity

> *"It is strikingly impressive that humanity despite its nameless slavery forms a kind of stereotyped chorus crying out that it is free and independent. These miserable and degraded people proclaim their own sovereignty.*
>
> **Maria Montessori**
> *from* **Formation of Man**, *p.16-17*

The illusion of one's freedom and independence in the world is particularly well-hidden in so-called "Democratic" countries where government emerges from "voting" in the electoral process. However, such "voting" is generally compromised by the limited knowledge of others, dominated by prevailing political and economic forces and ultimately held captive by the overriding prejudices of "popular opinion". Whatever "independence" may be reflected within such "popular opinion" is therefore quite limited to say the least. True individual independence transcends the bounds of "popular opinion" to emerge as a creative process entirely within oneself. Standing alone, one must ultimately face the "moment of peril" to courageously contend with all the weight of countervailing political forces and popular opinion.

Cont'd. on Page 3, Col. 3

Look for the

September Observer

featuring

Harmony

The Montessori Observer

published by
INTERNATIONAL MONTESSORI SOCIETY
912 Thayer Ave
Silver Spring, MD 20910
(301) 589-1127
Lee Havis, Executive Director

The *Montessori Observer* is mailed six times each year to Society members throughout the world. The *Observer* is sent during the months of January, March, May, September, October and November. The purpose of this publication is to provide news and information about the development of Montessori education to extend awareness of Montessori principles and to promote harmony within the Montessori community.

INTERNATIONAL MONTESSORI SOCIETY

The International Montessori Society is sponsored by Educational Services, Inc., a non-profit corporation organized in Maryland, U.S.A. The Society's purpose is to support the effective application of Montessori principles throughout the world.

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SUBSCRIPTION

Subscription to this *Observer* publication may be obtained by requesting Society membership which is open to all individuals for a $15 annual fee. Society members also receive a subscription to the *Montessori News*. Send request for membership benefits.

ADVERTISING

Advertising space is available for services and products relating to Montessori education. Marketplace ads are $7/line. Position and Placement ads are $10 each and will be set and edited by the Society to conform to space requirements. Write for the Society's advertising outline as to rates and other information about design advertising.

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LETTERS TO IMS

April 19, 1986

Dear Mr. Havis,

. . . Your story on the Philippine Revolution published in the **Observer** *Vol. VII, No. 2* has recognized I think, a certain readiness in the Filipino people to now forge a free nation, a "prepared environment" where the Child can now break-through and unfold. (One of the first tasks our new Minister of Tourism acted on was the problem of child prostitution in our country.)

We have a Mother in our new President, **Cory Aquino**. She is a free soul, a good listener and observer, firm and integral. I think the Philippines is now ready to take a more responsible and mature role among the Third World nations.

I look forward to hearing from you soon. More power to IMS.

Respectfully yours,

Antonio S. Rodriguez
Camelot Montessori School
Manila, Philippines

Ed. Note*:Mr. Rodriguez has just formed* **The Society for Montessori Study** *as a non-profit, non-stock foundation in the Philippines to expand the work of creating the "new education" in that country.*

April 11, 1986

Dear Lee:

Henry Martin, a little four year old black boy afflicted with Cerebral Palsy, has been our scholarship student for the past year. He is a smart, joyous young man with full mental capacities, who has gained impressively from our sensorial environment and, in return, has greatly enriched our well-students with his presence, his humor and perseverance. Everybody loves him. It is a most rewarding experience for all concerned.

There are many thousands of children like Henry who are deprived of the company and role-modeling of well children and an environment which would stimulate their perfectly healthy minds. I write to you, Lee, to invite all Montessori schools of your readership to offer one scholarship each to a child afflicted with Cerebral Palsy. As you know, we bring Educaton for Peace into our classrooms by introducing our students to Peoples of the World who are different from us. Well, let's live Education for Peace by inviting into our midst a child who is different from us because of a physical disability. Cooperation, collaboration and compassion will become concrete experiences inherent in the process.

Applications can be made to the local United Cerebral Palsy Association, or write to: Dexter Lane, United Cerebral Palsy Association, 25 Taylor, San Francisco, California 94102. Dexter will gladly coordinate the school's offer with available students.

Sincerely,

Ursula Thrush
San Francisco, California

March 31, 1986

To IMS:

I am a subscriber to the "*Montessori Observer*" . . . and I really enjoy reading your paper and getting new ideas as well as news . . .

Last spring when I was working in the garden with the children, we picked some forsythias and colorful azeleas and discovered that it could be a wonderful exercise for practical life for making fresh flower garlands. The children could wear them around their neck as a necklace or as a hairpiece or as a bracelet . . .

The children seemed so interested and excited and had a great deal of fun while working with this exercise. We were very successful at taking care of this delicate material . . .

Sincerely yours,

Anjana Das
Avenal, New Jersey

Ed. Note: *Contact Anjana Das for details of presentation and experience with this material: 702 Murray St., Avenal, New Jersey 07001, Tel. (201) 381-4560.*

"Legalize" Freedom

Cont'd. from Page 1, Col. 3

superficially reasoned magistrate's opinion which was then adopted word-for-word by a Federal District Judge and later endorsed by a second three-judge panel of the Fourth Circuit Court of Appeals (Richmond, Virginia) in their terse *per curiam* decision.

The Supreme Court's recent denial of the Society's petition for review of the lower court's dismissal reflects that court's exercise of discretion to refuse to further consider the prior judicial proceedings. Criteria employed to determine such "discretion" include the relative "importance" of the case. Since there were no *amicus* briefs filed in the case, the Supreme Court may well have concluded a relatively low level of public "importance", thus declining its substantive review. Notably, the U.S. Department of Justice and the U.S. Department of Education specifically refused the Society's request to submit briefs in the case prior to the Supreme Court's review decision.

Despite the Supreme Court's ultimate failure to substantively consider the vital issues of freedom and discrimination in private education raised by the Society's petition, this con- utional challenge to government oppression Maryland did contribute to the larger judicial nsciousness of the pertinent fundamental issues involved. For example, judicial consideration in this case included a definitive and well-reasoned published opinion by the Fourth Circuit Court of Appeals concerning the "abstention" doctrine which vindicated a clear federal court jurisdiction for private education involving such constitutional claims as "academic content censorship" and discriminatory enforcement of government restrictions based on religion. *See* **Educational Services, Inc. et al. v. Maryland St. Bd. for Higher Ed., et al 710 F2d 170 (4 Cir. 1983).** In addition, the Society's petition presents a well-reasoned and insightful legal argument on behalf of freedom in private education which other litigants may now constructively employ to guide their own further court challenges to irrational and repressive government interference in the field of private education.

Of course, the Society will continue to assert and pursue its constitutional claims to full and complete "liberty" as against tyrannical government imposition on its work of creating the "new education" wherever and whenever the occasion arises. In Maryland, **Lee Havis**, the Society's executive director, has offered an appropriate legislative remedy to resolve the matter and he will continue to pursue its passage by the Maryland legislature in cooperation with others interested in true freedom for private education in that state.

The Society appreciates the encouragement, support and contribution of all those persons who participated in any way with its efforts on behalf of the transcendent principle of liberty for true Montessori education in the state of Maryland. For a copy of the Society's petition or to inquire further into the legal issues of freedom in private education, contact: International Montessori Society, 912 Thayer Ave., Silver Spring, Maryland 20910, Tel. (301) 589-1127.

Positions & Placements

Montessori Teacher: (2-6) Private schools seeking certified Montessori Primary Directresses to start September, 1986. Benefits include medical insurance and possible housing. If interested in relocating to sunny south Florida send resume to: Summit Private Schools, 1725 Davie Blvd., Ft. Lauderdale, Florida 33312, Tel. 1-305-523-9489.

Montessori Teacher: (2-6) For September, 1986 - June, 1987. To teach two classes, morning and afternoon sessions. Salary $10,500-$13,000 per year (dependent on experience and education). School was established in 1978 and is located in Napa Valley, one hour's drive north of San Francisco. Send resume to: Sunrise Montessori, P.O. Box 4077, Napa, California 94558, Attn.: Bonnie Sauer.

Montessori Teacher: (2.9-6), well established school in Greater Hartford Area. Position available in Aug., 1986. Salary according to background and experience. Full or part-time position. Can call collect (203) 646-5727 or write: H.C.A.M.S., P.O. Box 9218, Bolton, Connecticut 06040.

Montessori Teachers: (6-9 and 9-12). For September, 1986. Large school (205 students) with specialized classes in Art, Music, French, and Physical Education. Willing to sponsor elementary training for qualified individuals. Salary is negotiable. Contact: Nancy R. Cole, Creative Montessori Center, 15500 Howard, Southgate, Michigan 48195, Tel. (313) 284-8377.

Independence

Cont'd. from Page 2, Col. 3

Moment of Peril

> *"It is primarily necessary to depend on oneself, because in the moment of peril we are alone."*
>
> **Maria Montessori**
> *from* **Spontaneous Act in Ed.**, *p.183*

True Montessori teaching reflects a complete independence from detrimental influences in society—a standing alone in the "moment of peril" to create a totally new reality. Such Montessori teaching is most accurately represented as commitment to three fundamental principles of nature, the directionality of which is given by the following phrases: (1) "Observation"; (2) "Individual Liberty"; and (3) "Preparation of the Environment". One's conscious awareness of these principles in the present moment is the true "being" of a Montessori teacher—a complete support for the child's independent functioning, to free the child from all direct adult influence and dependency which otherwise ordinarily emerge under the guise of "help" or "teaching".

Teaching Independence

> *"If teaching is to be effective with young children, it must assist them to advance on the way to independence."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p.57*

Effective Montessori teaching consistently directs children towards their own independent functioning with other children and concentrated work with the physical objects. The teacher's role is therefore rather modest and indirect, ultimately withdrawing one's "personality" from the child's environment. Whatever "help" the Montessori teacher offers the

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Independence

Independence

Cont'd. from Page 3, Col. 3

child is in the nature of encouragement directed to its own independent interests and freely chosen activity—a serving of the child's spirit.

Spiritual Embryo

> *"The child becoming incarnate is a spiritual embryo which needs its own special environment . . . the spiritual embryo needs to be protected by an external environment that is warm with love and rich in nourishment, where everything is disposed to welcome, and nothing to harm it."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p.34*

The child's growing spirit is at times most effectively supported in its path towards independence by a warm and comforting environment. Ordinarily weak and dependent children thereby gain the confidence to gradually choose their own work and independent activity—i.e. to become "normal". Thus "normalized" the child begins to reflect its inherent growth towards independence to fulfill the ultimate purpose of the true Montessori teacher.

Path Towards Independence

> *"Blessed are the teachers who have brought their class to the stage where they can say, 'Whether I am present or not, the class carries on. The group has achieved independence'. To arrive at this mark of success, there is a path to follow for the teacher's development."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p.88*

Montessori teaching, as "commitment to Montessori principles", gradually leads to true independence for the children under one's supervision. In time, such children will come to be reflected in a new and stronger humanity—free of those detrimental influences in today's society which tend to so degrade and repress man's true spirit of confident mastery over the environment. Montessori teaching thus reveals itself as a path toward true independence for all mankind.

Children at Smaller Scholars School (Copperas Cove, Texas) prepare for a train ride.

Announcements

The Texas Montessori Society will sponsor a Montessori conference on August 16-17, 1986 at the Corpus Christi Hilton Inn (Corpus Christi, Texas). The conference will be conducted by **Lee Havis**, executive director of the International Montessori Society and will consider the topic: "Managing Misbehavior, Applying Montessori Principles". Fee is $60 ($50 for members of the Texas Montessori Society). Saturday evening dinner is $10 extra. To register or inquire further, contact: Sharon Dwyer, Texas Montessori Society, 4209 Boros, Corpus Christi, Texas 78413.

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New MCP Phonetic Practice Readers, *SERIES B*—4-set series (40 books) of interesting stories with phonetically controlled vocabulary. Price is $38.88 for entire 40-book set. Be sure to specify "Series B." Add $3.50 for postage. **Prepaid only**. *20% discount for Society members.*

Smaller Scholars

Copperas Cove, Texas

The Academy of Smaller Scholars is a complex of three schools located in Copperas Cove, Texas, some 175 miles south of Dallas. Established in 1981 by **Deborah McDonough**, this Society member Montessori school has a total enrollment of 250 children aged 2 to 6.

Ms. McDonough, the Academy's director, has an extensive background in elementary and early childhood education. She has taught in both public and private school situations, and received her first early childhood experience when she directed a school in Schweinfurt, Germany. Ms. McDonough is presently enrolled in the Society's Independent Study Course to extend her preparation for Montessori teaching.

The school program includes half and full day sessions with transportation provided to and from Copperas Cove and Fort Hood, a nearby Army base. A summer program features swimming lessons and field trips all over Central Texas. Each year the children tour the pioneer and railroad museum and take a ride on an Amtrak train.

Ms. McDonough welcomes visitors to her school. She states that the Academy's aim is to "to aid in the emergence of the normalized child." Future plans include a fourth school location in the fall that will increase the enrollment to 310.

For further information, contact: Deborah McDonough, Academy of Smaller Scholars, 413 Allen St., Copperas Cove, Texas 76522, Tel. (817) 547-1375.

History of Civilization

> *"All forms of slavery tend little by little to weaken and disappear. The history of civilization is a history of conquest and of liberation."*
>
> **Maria Montessori**
> *from* **Montessori Method**, *p.22*

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Montessori in Australia

The Rajean Montessori School (Frankston, Victoria, Australia) was established in 1956 with 12 children, which increased to 25 in 1960. Directed by its owner **Jean Sawyer**, this Society member school provides a full day program for children aged 3-5.

A three-member teaching staff supervises the school program dedicated to the normalized development of independence in children on behalf of their becoming loving and caring individuals. Special features of the Rajean school include music, dance, art, parent education and a continuing Montessori program throughout the summer months. To celebrate the end of the year, the parents are invited to attend a program given by the children which includes pantomime and the presentation of the children's favorite poems, songs and other activities which are regular aspects of the school program.

The Rajean school is presently conducting a "*Back to Rajean*" in 1986 to encourage former students to keep in touch with the school. Ms. Sawyer reports that some of the school's former pupils are now 30-34 years of age and are well established in a wide diversity of occupational activities. One former pupil is a medical doctor for children in the city of Frankston.

For further information, contact: Jean Sawyer, Rajean Montessori School, 18 Leonard St., Frankston, 3199, Victoria, Australia, Tel. 783-2016.

Child working with knobbed cylinders at the Rajean Montessori School (Frankston, Victoria, Australia)

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Child working with sensorial material (color tablets) at the Rajean Montessori School (Frankston, Victoria, Australia).

Reflections

by Janet Davies
(Calgary, Alberta, Canada)

Spontaneous Explosion

It was one of those spontaneous explosions that is initiated and upheld by the children. This past summer I obtained a three poster set of flags of the world, countries of the world, and children of the world. In September the children would search the poster for the few flags we would color…

Then a five year old decided that if we would color a French flag, then we could also color one of Chad. The design is the same, the colors are different. And from that our flag book, and flag matching exercise grew to incorporate over fifty flags.

We finally ran off copies of blank flags so that if they had the inclination they could make the flag of any country in the world. We surrounded our map of the countries with colored flags, a string (color coded to each continent) joining the country to its flag.

News items of South Africa, Libya, Soviet Union, Argentina, Djibouti, Ethiopia all bring the children rushing in to find out "where it is" and "Let's find the flag!". Because of this child's enthusiasm all of my classes will have the opportunity to discover the flags of the world.

It's a treasured year because of this "burst" and I wanted to share it.

"Managing Misbehavior" in Corpus Christi, Texas

On August 16-17, 1986, **Lee Havis**, executive director of the International Montessori Society, presented a conference in Corpus Christi on applying the three Montessori principles with specific reference to the issue of "managing misbehavior." Based on one's being as "commitment to Montessori principles," Mr. Havis directed a detailed analysis of several specific misbehavior scenarios according to the approach of "*control the environment, not the child.*" In addition, the conference considered the resolution of various other misbehavior scenarios from the practical experience of those in attendance.

Sponsored by the Texas Montessori Society, the conference was attended by about 44 persons from throughout the state of Texas, as well as the states of California, Colorado, Georgia, Mississippi, Montana and New York. In addition, **Kimiko Kai**, research professor in early childhood education from Kyushu Jogakuin Junior College in Kumamoto, Japan was also in attendance.

Future seminars and public conferences directed by Mr. Havis are under consideration now to expand further the considerable progress resulting from the Corpus Christi conference. Mr. Havis states that: "the level of attention, interest and active participation during the Texas conference was impressive and very encouraging indeed. I am looking forward to conducting further conferences to continue the Society's communication such as offered in Corpus Christi."

Contact the Society for information as to locations and dates of future conferences or to obtain an audio tape of significant portions of the proceedings of the recent Corpus Christi conference.

Agitation

"Those who profess to favor freedom, and yet deprecate agitation, are men who want crops without plowing up the ground. . .

Fredrick Douglas
August 4, 1857

Harmony

by Lee Havis

> *"Living creatures do not simply preserve themselves in existence . . . but they all work together in a kind of terrestrial harmony."*
> **Maria Montessori**
> *from* **Secret of Childhood,** *p.188*

Dr. Montessori's vision of "terrestrial harmony" presents a most striking contrast to the underlying social conformity of today based on fear, dependency and repression throughout the world. Whatever "harmony" there is in present-day society is typically quite limited and superficial indeed—a sort of uniform subjugation to the prevailing conventions and demands of a vague "popular opinion". Such social conformity under the guise of "harmony" generally tends to oppose the child's true nature as it mysteriously emerges to form and express itself in the world from the moment of conception—as being according to the laws of nature in complete harmony with its total environment.

Adult Society

> *"An adult environment is not a suitable environment for children, but rather an aggregate of obstacles that strengthen their defenses, warp their attitudes, and expose them to adult suggestion."*
> **Maria Montessori**
> *from* **Secret of Childhood,** *p.109*

Built upon historical prejudices of disregard and repression of that which is unpopular or "unknown", adult society tends to demand conformity with its various organized deviations from the natural order of the child's development. Unconsciously, adults judge children as "bad" or "lazy", blaming and punishing them for their failure to properly conform. Social "harmony" for children is thus reduced to a type of "obedience" to the most deeply entrenched forms of dominant adult influence and authority.

"Harmony" as Obedience

> *"There is no lack of obedience in the world; quite the contrary . . . What unhappily is absent is the control of obedience."*
> **Maria Montessori**
> *from* **Absorbent Mind,** *p.257*

In adult society, obedience to prevailing forces outside oneself is ordinarily seen as a most favorable social state of "conformity" or "unity" with others. Indeed, those who "rebel" against or "dispute" established authority may well be considered "argumentative" or somehow lacking in a constructive harmony with others. Here we see "harmony" as being more a condition of resigned subjugation to prevailing external forces—well-established within oneself from early childhood through the customary patterns of repression and "socialization" associated with traditional education.

Traditional Education

> *"To dominate the child, to bring him into subjugation, to make him obedient—this is the basis of (traditional) education. If this can be done by any means whatever, even by violence, all the rest will follow."*
> **Maria Montessori**
> *from* **Spontaneous Act. in Ed.,** *p.29-30*

Subjected to the group-oriented mentality of traditional education, the individual child is generally perceived as "one of the flock", compelled to accept the established order of collective obedience to dominant external authority. "Rebels" and other "misfits" in society are ordinarily punished, isolated or otherwise repressed to maintain a superficial "conformity" to the presumptive needs of the group. Such repressive conformity in adult society sharply contrasts with the "harmony" and order of nature wherein a process of disagreement and agitation is considered as a necessary aspect of its complete realization among all living creatures.

Agreed Disagreement

> *"If one pulls in a given direction, there will always be another which pulls the opposite way . . . a wonderful harmony between opposing forces. The result is not so much an agreement as a harmonized opposition, an agreed disagreement."*
> **Maria Montessori**
> *from* **Absorbent Mind,** *p.143*

True harmony—considerably distinct from the ordinary form of "obedience" in society to external authority—is guided by an inner force wherein one may be found at times in a position of disagreement or opposition with others. When prevailing institutions and popular opinion in society reflect a pattern of domination and repression of the child's true nature, one's commitment to a higher order of natural harmony in the universe compels opposition and dissent. Indeed, Montessori teaching recognizes non-violent revolution against repressive social forces as a necessary aspect of the process of creating Dr. Montessori's vision of a "new education".

Non-violent Revolution

> *"Society has built up walls, barriers. These the new education must cast down revealing the free horizon. The new education is a revolution, but without violence. It is the non-violent revolution."*
> **Maria Montessori**
> *from* **Absorbent Mind,** *p.215*

Dr. Montessori's vision of a "new education"—approaching the child as an "unknown entity"—implicates a striking opposition to the customary prejudicial view of the child as essentially weak, lazy, empty, evil, dependent or insignificant. Such a "new education" expresses its non-violent revolution most constructively as one's being with children which is committed to insuperable laws of nature which far transcend the conventional wisdom of present human consciousness.

Insuperable Laws

> *"Life increases, becomes manifest, and perfects the individual, but it is confined within limits and is governed by insuperable laws."*
> **Maria Montessori**
> *from* **Discovery of the Child,** *p.61-62*

Like a "force of nature", the Montessori teacher emerges with children as a commitment to insuperable laws of creation; specifically, three fundamental "Montessori" principles designated as: (1) "Observation"; (2) "Individual Liberty"; and (3) "Preparation of the Environment". Such principles serve as an inner "control of error" to guide one's being with children to assure and enable the emergence of "normalization".

Normalization

> *"The problems of education and of society will remain unsolved as long as there is no basis for their solution, that is, the normalization of the child."*
> **Maria Montessori**
> *from* **Secret of Childhood,** *p.208*

Cont'd. on Page 3, Col. 2

Look for the

October Observer

featuring

Social Life

The Montessori Observer

published by
INTERNATIONAL MONTESSORI SOCIETY
912 Thayer Ave.
Silver Spring, MD 20910
(301) 589-1127
Lee Havis, Executive Director

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Book Review

The Essential Montessori
- Revised Edition, 1986

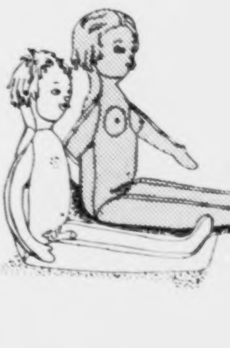
***By:** Elizabeth Hainstock*

***Publ by:** New American Library*

Elizabeth Hainstock's 1986 edition of *The Essential Montessori* provides a most concise introduction to Montessori education—from its inception with Dr. Montessori's discovery of the "normalized" child in 1907 through 1986, reflecting the dynamic recent growth, diversity and fundamental changes in Montessori education since 1979. The current edition is a substantial revision of Ms. Hainstock's original 1979 publication by the same title.

Elizabeth Hainstock, author of *The Essential Montessori* and advisory board member of the International Montessori Society, is widely recognized for her considerable contribution in bringing "Montessori" more directly before the general public in the United States and elsewhere. Her other publications, such as the popular two-volume series *Teaching Montessori in the Home*, have substantially extended public awareness of the work of creating the "new education."

Cont'd. on Page 4, Col. 3



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Harmony

Cont'd. from Page 2, Col. 3

The child's "normalization" in an environment committed to the three Montessori principles reveals a most remarkable change of its being to manifest its true nature of complete harmony with its environment, consistent with the laws of its natural development. Such true harmony reveals likewise a new social order among these "normalized" children wherein spontaneous help and sympathy for one another becomes apparent in their outer behavior—arising of itself without the typical repressive adult impositions so common in traditional "teaching" and "education".

Social Harmony

> *". . . children of different ages help one another. The younger ones see what the older ones are doing and ask for explanations . . . there is a communication and harmony between the two that one seldom finds between the adult and the small child."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p.226*

The natural harmony of children working together in peaceful joy and self-disciplined order reveals a vision of what is likewise possible for the future of mankind itself as the new "normalized" child emerges in outer appearance. The proper environment to support such a "normalized" harmony in children is one's being as "commitment to Montessori principles". Such being reflects a vital response to the unseen "normalized" spirit within the child, even as its immediate outer behavior may evidence only "misbehavior" resulting from prior hostile experiences in the environment.

A Vital Response

> *"The environment itself . . . is in reality an active and vital response to the new patterns manifested in the life of a growing child."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p.140*

The Montessori teacher—being as "commitment to Montessori principles"—engenders a deep spiritual harmony and order with the child's unseen inner true nature. "Misbehavior" and other superficial deviations from normality are therefore resolved more through their awareness and acceptance rather than through the customary patterns of direct control and repression so common in traditional education. By keeping the three Montessori principles constantly in mind, the adult provides a vital response to serve the child's emerging true nature in each new moment of time. The Montessori teacher is therefore guided by such principles to discover true harmony among children more as an unfolding of itself from the vastness of creation rather than from any particular action or behavior reflecting one's condition of "personality".

Imposing Reality

> *"The universe is an imposing reality, and an answer to all questions . . . all things are part of the universe, and are connected with each other to form one whole unity."*
>
> **Maria Montessori**
> *from* **To Ed. the Hum. Potential**, *p.8*

Montessori teaching recognizes one's distinct personality as inherently limited in function and repressive in purpose—a disguised complicity with detrimental influences in society. Unity and harmony with others is therefore based on a transcendent spiritual reality independent of conventional agreement and conformity of thought. Feelings of tension and fear and thoughts of adverse judgment are considered as part of the process of creating harmony; i.e., relatively insignificant secondary effects which occasionally arise as a result of one's being a "commitment to Montessori principles". True harmony with others is found in the process of recognizing that all share within a common "tendency to progress".

Tendency to Progress

> *"Adults, like children, seem to differ from one another mainly in their defects, but hidden within their hearts there is something deep, common to all . . . Both the individual and society have this in common: a continuous tendency to progress."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p.209*

Differences of opinion and disagreement with others emerge as necessary agitation in the process of the forward progress of humanity. In Montessori education, such differences with others are seen as rather superficial drama of relatively incidental significance—to become gradually resolved through one's awareness and harmonious interaction with others. True harmony therefore, arises as a mysterious unifying force for the gradual unfolding evolution of human destiny.

Force for Harmony

> *". . . the linear concept of evolution . . . is no longer enough. There exists . . . a force for harmony, uniting the efforts of all, so that they work towards a common end."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p.57*

Extending beyond human consciousness, nature's force for harmony reveals an infinitely expansive creation eventually realizing itself through resolution of various differences and disagreements with which one must ordinarily contend. True harmony in Montessori teaching therefore becomes evident as a process of living and being as a commitment to transcendent principles of nature from which the "normalized" child gradually emerges in the world.

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Harmony
September, 1986
Vol. VII, No. 4

Address correction requested

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Children working with sensorial maps at the Belleair Montessori School (Clearwater, Florida).

Belleair in Florida

The Belleair Montessori School in Clearwater, Florida is one of the oldest Montessori schools in the southeastern region of the United States. Converted from a conventional nursery school in the early 1960's, this Society member Montessori school now serves an enrollment of some 70 children from infancy to age 12. **Joan Kirk,** daughter of its original founder, **Evelyn Twedt,** has been active in the school's development for over 20 years and presently serves as its director.

Fully accredited by the Florida Council of Independent Schools, the Belleair school has classes for 2½ year olds, kindergarten through 8th grade with after-school care and bus service. Recently, Ms. Kirk has established an infant program for one to three hours a week for 12-30 month old children. Other program features include music, art, dance, parent education and Spanish as a foreign language.

For further information, contact: Joan Kirk, Belleair Montessori School, 905 Ponce de Leon Blvd., Clearwater, Florida, 33516, Tel. (813) 584-2867.

The Essential Montessori

Cont'd. from Page 3, Col. 1

Ms. Hainstock's latest publication offers a basic introduction to Montessori education in a most readable yet precise conversational style. The book's practical value is extended considerably by its substantial appendix listing current training, materials and other useful Montessori resources available to the general public.

The Essential Montessori is particularly noteworthy for its ample description of the International Montessori Society and its unique interpretation of "Montessori" as a commitment to three fundamental principles of nature. A first major public presentation of the Society's work and purpose since its founding in 1979, Ms. Hainstock's revised publication contributes significantly to a growing public awareness of that which is indeed most "essential" about "Montessori."

The Essential Montessori is available from the Society. **Price: $6.95.** (Add $1.50 for shipping and handling). *20% discount for Society members.*

Child working with sound boxes at the Rajean Montessori School (Frankston, Victoria, Australia)

October, 1986

Vol. VII, No. 5

IMS

The Montessori

OBSERVER

Social Life

Published by the International Montessori Society • 912 Thayer Ave. • Silver Spring, Md. 20910 • Phone (301) 589-1127

Children working with practical life exercises at the Hammond School (Roswell, Georgia)

Society Sets Conference Schedule

The Society has now set its schedule of Montessori conferences on "managing misbehavior" for the 1986-87 school year. Open to the general public, the Society's new two-day weekend conference will be conducted from 9-5 each day at various key locations throughout the United States. The specific schedule is:

November 22-23, 1986	***New York, NY***
February 7-8, 1987	***San Francisco, CA***
March 7-8, 1987	***Dallas, TX***
April 25-26, 1987	***Los Angeles, CA***
May 16-17, 1987	***Detroit, MI***

The Society offers this series of conferences to address the practical teaching problem of applying Montessori principles to manage the misbehavior of children. Based on one's commitment to the three Montessori principels of (1) Observation, (2) Individual Liberty, and (3) Preparation of the Environment, the conference includes an analysis of specific misbehavior scenarios according to the approach of "control the environment, not the child." In addition, the conference will afford an opportunity for consideration and resolution of other misbehavior problems from the everyday experience and circumstances of those in attendance.

The broader purpose of these conferences is to continue the Society's work of expanding awareness of the practical application of Montessori principles among teachers, parents and others interested in the care and education of children. Specifically, the conference intends to help participants to:

(1) create an effective environment for the peaceful resolution of misbehavior of children;

(2) clarify and enhance one's effective practical application of Montessori principles with children; and

(3) resolve personal needs, interests and concerns with regard to Montessori teaching.

The conference speaker is **Lee Havis**, founder and executive director of the International Montessori Society. Active in teaching and education at all age levels since 1967, he has over ten (10) years of experience in the training of Montessori teachers. Mr. Havis presently supervises the preparation of individuals for Montessori teaching through the Society's "Independent Study Course." Mr. Havis has published several articles and is editor of the Society's regular publications, the *Montessori Observer* and *Montessori News*.

Conference registration is completed in advance through the Society. Since participation is limited to space available, early registration is

Cont'd. on Page 4, Col. 3

Hammond School in Roswell, Georgia

The Hammond School in Roswell, Georgia, offers a broad range of choices in Montessori education, including a Beginners class, three Primary classes, an Elementary (6-9) class, and an Afterschool Program. **Toni Hammond**, owner and director of this Society member school, believes that all children deserve the benefits available from a Montessori program, and has structured her school program to meet the varied needs of its students and families. By offering half-day, full day (9-3), and extended day (6:45 a.m.-6:30 p.m.) options to its Primary students, the school is able to meet the scheduling needs of a wide variety of family situations.

Toni Hammond has previously owned schools in Garland, Texas. She and her husband, Tom, moved to the Atlanta, Georgia area four years ago. Three of their six children currently attend the Hammond School. Ms. Hammond is presently enrolled as a student in the Society's "Independent Study Course," as well as are several members of her teaching staff.

The Hammond School opened in spring of 1985, and has grown steadily to a near-capacity enrollment. This fall of 1986 was the first time elementary age students were enrolled at the school, thus fulfilling one of Ms. Hammond's major goals for the school. Future plans include the addition of an upper elementary class next fall.

Cont'd. on Page 4, Col. 1

Reflections

by Friedl Bell
(Eugene, Oregon)

Friedl Bell is a student in the Society's "Independent Study Course."

A Personal Barometer

A personal barometer which I use to gauge my progress in my commitment to the three Montessori principles is by how I perceive my fatigue. The independent study course has indirectly shown me that I experience two kinds of fatigue: nervous versus creative. I recognize that nervous fatigue is directly proportional to my efforts to control: I become tense, irritable, impatient, "burned out" at the end of the day. If, on the other hand, I commit to the three

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Social Life

by Lee Havis

> *"Only 'normalized' children aided by their environment, show in their subsequent development those wonderful powers that we describe: spontaneous discipline, continuous and happy work, social sentiments of help and sympathy for others."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 207*

The "normalized" child—being in complete harmony with its environment—reveals a social life with others which is remarkably distinct from that which is otherwise customarily expected from children. Ordinarily, the child is either abandoned to its random chaotic mischief or compelled to accommodate itself to others according to various forms of irrational customs which prevail in one's particular cultural setting. Based essentially on hypocracy, superstition and fear, conventional adult social life is generally recognized in its superficial form as that which is known as "politeness" or "good manners".

Good Manners

> *"How often will a gentleman, in the name of good manners, move the chair forward as a lady is seating herself at a table, although the lady can quite well do it for herself; . . . But in cases of real want, everything changes. No one comes running when there is dire need of help; but when there is no need, everyone helps!"*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 229*

The "good manners" of adult society tend to mask an underlying condition of general fear which is the dominant reality of one's ordinary interaction with others. Born in one's early experiences with others as an infant, fear in the company of others is ordinarily engendered through such experiences as being roughly handled by others during the birth process and thereafter during the most delicate and intimate feeding and care procedures employed by one's adult care-givers. As the child continues to defend itself from such customary forms of callous neglect and mistreatment from adults, there arises within the child a general condition of revulsion for its entire environment.

Revulsion

> *". . . if—from early infancy—the child feels a revulsion for the surroundings on which he depends for his development, this must necessarily prevent him from growing up normally."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 77*

Painful birth procedures, scheduled feeding and other such hostile impositions on the infant's natural path of development tend to result in its general revulsion to almost all spontaneous human contact. As the child continues to avoid such experience of normal social activity with others, natural instincts towards independent functioning and full expression of feelings become increasingly restricted and repressed.

Repression

> *"A child cannot develop and expand as it should because an adult 'represses' it . . . ordinarily this would be first his mother, then his father and finally his teacher."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p. 131*

Repressing awareness of painful environmental experience, the child creates an illusion to hide and defend itself from the reality of its true underlying condition of fear in the company of others. Even kindly approaches by an adult or other children may then automatically engender avoidance or rejection for no outwardly apparent reason. The child's inner drama of repression of its true feelings towards others then becomes outwardly expressed in disguised form as its emerging superficial personality.

Superficial Personality

> *". . . the child of three . . . is a fighter on the verge of being vanquished; he has already adopted a defensive attitude which masks his deeper nature . . . All that remains active is a superficial personality which exhausts itself in clumsy movements, vague ideas, and the effort to resist or avoid adult constraint."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 264*

The child in outer form is generally perceived only as its superficial personality—i.e., habituated behavior and patterns of thought associated with such phenomena as play, fantasy, weakness, dependency and general inattention to the demands of independent social functioning. Whereas the child's true nature is that of an independent creative being in complete harmony with its environment, its superficial personality belies such inner true nature. In truth, the child's superficial personality serves as a complex defensive mechanism to avoid or escape from a painful underlying reality of fear and hostility which would otherwise emerge in the company of others.

Defensive Mechanism

> *"A kind of veil descends upon a child's mind that renders it increasingly less responsive. Through this defensive mechanism the soul unconsciously says, 'You speak, but I do not listen. You keep repeating, but I do not hear you. I cannot build up my own world since I am too busy erecting a wall to keep you out."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p. 158*

The child's defensive mechanism of "personality" provides an effective shield from the typical pattern of continuing negative judgment, manipulation, insult, blame and criticism from adults which often unconsiciously emerges under the guise of "helping" or "teaching". Confronted by the ordinary child's sullen or hostile disobedience or resistance to such "help", the typical adult tends to add insult to injury by "blaming" the child for misbehavior which more properly would be seen as caused by detrimental influences in the environment for which the adult is clearly responsible. Such adult "blame" becomes generally incorporated in the child's self-image as "guilt" and "shame" by about the age of six or seven.

Blame

> *". . . children . . . do not understand us, they cannot defend themselves from us, and they accept whatever we tell them. They not only accept abuse, but feel guilty whenever we blame them."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p. 151*

Through the mechanism of the "absorbent mind", children readily engender a self-image of "dependency", "badness", "guilt" or "failure" as a result of continuing adult blame and judgmental criticism. Such a diminished self-image finds its outer expressin with others in a sort of frustrated struggle to comply with various superficial social conventions and rules associated with "politeness" and "good manners".

Cont'd. on Page 3, Col. 2

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LETTERS TO IMS

September 13, 1986

Mr. Havis:

I was so glad to have been given an opportunity to meet you and attend at the Texas Montessori Conference. I could understand that you were so interested in pre-school education in Japan, and eager to spread out your own thought of Montessori education and your Society's principles in Japan.

It is my pleasure that I am given an opportunity to introduce you and your Society, and to help your wish come true. I am planning to make a speech on you and your Society at the annual conference held by the Japan Early-Childhood Educational Association next spring, 1987, in Tokyo . . .

I am looking forward to seeing you again in U.S. or in Japan. I wish your success in Japan.

Sincerely yours,

Kimiko Kai, Assoc. Professor
Dept. of Child Education
Kyusyu Jogakuin Jr. College
Kumamoto, Japan

May 1, 1986

Dear Mr. Havis,

Greetings from Canada! It is so wonderful to receive my newsletters throughout the year. I sometimes feel that you contribute so much to my dedication to Montessori, and I give so little back to IMS. The children indirectly benefit though from your support. I watch my mailbox for your insights. Merci beaucoup. . .

Best of luck in all current and future endeavors of the Society. We are all behind you.

Very sincerely,

Janet Davies
Calgary, Alberta, Canada

September 18, 1986

Dear Mr. Havis:

In reference to your September, 1986, "Harmony" issue which contains a write-up regarding Belleair Montessori School, the article stated that Belleair is one of the oldest Montessori schools in the southeastern region of the United States, this is incorrect and should be corrected to read: The Belleair Montessori School in Clearwater, Florida is one of the oldest Montessori schools on the western coast of Florida.

Thank you,

Joan Kirk
Head Directress
Belleair Montessori School

September 14, 1986

Dear Lee,

I am so glad that I was able to attend the conference (Corpus Christi, Texas, August 16-17, 1986). . .

I want to thank you for each correspondence you have sent. Each one has lifted my spirits, given me hope, reminded me that I am not alone and reminded me of my commitment to Montessori and to the future when in the middle of the day it is easy to forget commitments. . .

I look forward to learning and understanding and one day having normalized children in my environment who have bright and challenging futures. Maybe in the process I will become normalized too.

Thank you,

Alecia Lopes
Livingston, Texas

September 15, 1986

Dear Lee,

. . . thank you for a truly interesting, and enlightening weekend. I have applied the "three Montessori principles" many times (with great difficulty at first) with tremendous results. I am working at removing the "drama" from a child's situation and am dedicating myself to my "hospital for sick spirits".

I am having the best school year yet! Thank you so much!

Madeline Stevenson
Elmont, New York

Ed. Note: Madeline Stevenson is referring to her experiences resulting from her participation in the Montessori conference held on August 16-17, 1986 in Corpus Christi, Texas.

Cont'd. on Page 4, Col. 3

Social Life

Cont'd. from Page 2, Col. 3

Social Conventions

> *"Conventions which camouflage a man's true feelings are a spiritual lie which help him adapt to the organized deviations of society . . . This is the terrible lie lurking in the deepest recesses of the subconscious."*
>
> **Maria Montessori**
> *from* **Secret of Childhood,** *p. 176*

Ordinary social life among children reflects many of the same hypocritical and distorted social conventions common in adult society. Manipulative "friendships", dependency, conformity with irrational rules and fantasy gradually develop in a child's social life which unfolds itself as a drama dominated by whatever superficial sensation or external stimuli which may be present at the time. Group interaction tends to reflect a pattern of thoughtless reactivity and random imitation of others.

Imitation

> *"The foolish act is multiplied in the group . . . In a crowd, the spirit of imitation spreads and enhances individual defects."*
>
> **Maria Montessori**
> *from* **Absorbent Mind,** *p. 267*

"Imitation" is the customary pattern of social life in ordinary children—either docile conformity with the dictates and direction of adult authority or reactive compliance with some other dominant personality or external stimuli emerging in the typical "play" of children abandoned to a world of fantasy. In either case, such imitative social life invariably expresses itself as a considerable dependency on others.

Dependency

> *". . .children . . . attach themselves to an older person who tends to substitute his own activity for theirs and they thus become extremely dependent upon him."*
>
> **Maria Montessori**
> *from* **Secret of Childhood,** *p. 161*

Subdued and weakened by prior environmental oppression, the ordinary child is easily subjugated to whatever dominant personality or adult authority which may be present at the time. The dependent child gradually grows into the typical adult "victim of circumstances"—fearful and insecure in an unfriendly world of vaguely callous, repressive and unfeeling economic and political forces and institutions. "Society" emerges as a mysterious tyrant to constantly oppose and repress one's creative endeavor and expression throughout life.

The Mysterious Tyrant

> *"The master of all is a mysterious entity. The tyrant is all powerful, like a god. It is the environment that swallows up and crushes the man."*
>
> **Maria Montessori**
> *from* **The Formation of Man,** *p. 17*

Adult social life—generally dominated by the ever-lurking fear of mysterious forces outside oneself—engenders a similarly fearful social life in children through means of traditional education. By contrast, Montessori teaching expresses a new reality of commitment to the fundamental principles of (1) "Observantion"; (2) "Individual Liberty"; and (3) "Preparation of the Environment" whereby a process of "normalization" within the child re-integrates its being to that of complete natural harmony and peace with others. Such "normalization" process begins within the child as profound concentration through a period of deep solitary seclusion with some particular piece of work freely chosen by the child itself.

Seclusion

> *"The child who concentrates is immensely happy; he ignores his neighbors or the visitors circulating about him . . . he detaches himself from the world in order to attain the power to unite himself with it . . . To exist and mix with our fellow men we must sometimes retire into solitude and acquire strength; only then do we look with love on the creatures who are our fellows."*
>
> **Maria Montessori**
> *from* **Absorbent Mind,** *p. 272-273*

The child begins to form a "normal" social life in the Montessori environment through a period of seclusion and profound concentration. The teacher's being as commitment to Montessori principles tends to spontaneously diminish the adult's distracting presence as "personality" in the environment to enable the child to proceed effectively with its solitary work. Emerging from such seclusion, the "normalized" child shows a remarkable level of love and concern for others—far surpassing that which is otherwise ordinarily known in society.

"Normalized" Social Life

> *"When he comes out of his concentration, he seems to perceive the world anew as a boundless field for fresh discoveries. He also becomes aware of his classmates in whom he takes an affectionate interest. Love awakens in him for people and for things. He becomes friendly to everyone . . . . The result of concentration is an awakening of the social sense. . ."*
>
> **Maria Montessori**
> *from* **Absorbent Mind,** *p. 272-273*

The "normalized" child shows a natural social life of deep and sincere friendship with all others. "Good manners" assume an effortless and spontaneous quality with such children which is strikingly distinct from the typical hypocracy and superficial politeness of ordinary adult social life. The "normalized" social life of children in a Montessori environment reveals a vision and hope for a new similar social life of harmony and peace in the future for all humanity throughout the world.

Marketplace

MONTESSORI SCHOOL in the Tampa, Florida area is looking for a new owner. This is a complete turn key operation including Land, Building, and Equipment. For information, contact Eulanda Sumner, Solid Gold Properties, III, Inc. Hometrend 1-800-221-7653 or 813-985-5565.

New* MCP Phonetic Practice Readers, *SERIES B—4-set series (40 books) of interesting stories with phonetically controlled vocabulary. Price is $38.88 for entire 40-book set. Be sure to specify "Series B." Add $3.50 for postage. **Prepaid only.** *20% discount for Society members.*

Vol. VII, No. 5
October, 1986

Social Life

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Announcements

Georgia Montessori Conference: On October 24-25, 1986, **Lee Havis**, executive director of the International Montessori Society, will conduct a conference in Roswell, Georgia on the application of Montessori principles with children. Sponsored by the Hammond School (Roswell, Georgia), the conference is open to the general public and will consider an analysis of specific misbehavior scenarios for resolution according to the approach of "control the environment, not the child."

The conference schedule is: Friday, October 24, 1986 (7-10 pm) and Saturday, October 25, 1986 (9-5). Conference fee is $70 per person, payable in advance to the Hammond School.

To register or to obtain further information, contact: Toni Hammond, The Hammond School, 11275 Elkins Rd., Roswell, Georgia 30075, Tel. (404) 442-1082.

Hammond School

Cont'd. from Page 1, Col. 3

The school's Afterschool program provides care for public school students, offering computer experiences, cooperative games, outdoor activities, art and craft sessions, as well as a quiet time to tackle their homework in an environment conducive to good work habits. All students at the school are invited to participate in such special events as gymnastics classes at the Roswell Recreation Center; "The Nutcracker Experience," an introduction to the ballet; dance classes offered at the school; foreign language instruction as part of the school day, and a physical education program created specifically for use in Montessori Schools.

The Hammond School is sponsoring a Montessori conference on "managing misbehavior" on October 24-25, 1986. Open to the general public, this conference will be conducted by **Lee Havis**, executive director of the International Montessori Society. Conference fee is $70 per person payable to the school in advance.

For more information, contact: Toni Hammond, The Hammond School, 11275 Elkins Road, Roswell, Georgia 30075. Tel. (404) 442-1082.

Child working with sensorial exercise at the Hammond School (Roswell, Georgia)

Reflections

Cont'd. from Page 1, Col. 2

Montessori principles, I can channel my energies into more creative thought: How can I improve the environment? What child needs what in terms of presentations, encouragement? And with the latter circumstances, I am tired yet inspired.

But the best indicator to the extent of my commitment to the three Montessori principles can be seen in observing the children. I perceive that those who were timid are becoming more independent; those who could not decide what to do concentrate for longer periods of time; those who were masters at "power struggles" are not being "rewarded" by my reactive behavior. The children are constructing themselves . . . We are all calmer.

Society Conference Schedule

Cont'd. from Page 1, Col. 2

encouraged. Conference fee is $150 per person. Society member fee is $120 per person. A light lunch and refreshments for both days of the conference is included. For registration form or further information, contact: International Montessori Society, 912 Thayer Ave., Silver Spring, MD 20910, Tel. (301) 589-1127.

Letters to IMS

Cont'd. from Page 3, Col. 1

March 31, 1986

To IMS:

. . .A few weeks ago one of my teachers had a personal emergency and had to take a week off work. Instead of calling in a substitute I took the class myself. I put to use everything I have learned in your training course. I thoroughly enjoyed teaching using the Montessori method. I can see now that this method will work beautifully. The children were anxious to learn each morning. Everyday they would recall something they learned the day before. There is one child in that class who did not have any desire to learn, who never finished anything. That week he amazed me by being eager and finishing learning projects or work that I did not know he could do before. Even some of the children's parents commented on the teaching that week . . .

Carolyn Smith
Baytown, Texas

Ed. Note: Carolyn Smith directs her own child care center and is a student in the Society's Montessori teacher training program.

August 28, 1986

Dear Mr. Havis,

I am now in the classroom after a summer of lessons from you. I am enjoying this year so much more. I am constantly amazed at the results I am getting from my new "being". I have seen children concentrating and I know my "personality" did not interfere. I have re-directed children with great results when a few months ago I would have probably scolded them and made matters worse . . . knowing I can make the difference, knowing I can control this not too perfect person makes me feel great inside. Working with the children in accordance with the Montessori principles gives me a "high" that makes all this hard work and long hours well worth it.

Sincerely,

Virginia Jones
Lilburn, Georgia

Ed. Note: Virginia Jones is a student in the Society's "Independent Study Course" and is reflecting on her experiences resulting from this communication.

November, 1986

Vol. VII, No. 6

IMS

The Montessori

OBSERVER

Discipline

Published by the International Montessori Society • 912 Thayer Ave. • Silver Spring, Md. 20910 • Phone (301) 589-1127

Georgia Conference and Consultation

On October 24-25, 1986, a Georgia Montessori Conference on *"managing misbehavior"* was held in Roswell, Georgia for teachers, parents and school owners in the southeastern United States. Sponsored by the **Hammond School** (*Roswell, Georgia*), the conference was conducted by **Lee Havis**, executive director of the International Montessori Society, and included the participation of about 45 persons from the states of Georgia, Maryland, South Carolina, Florida and Mississippi. Several students and a graduate of the Society's "Independent Study Course" for Montessori teacher preparation were also in attendance.

Prior to the conference during October 21-24, 1986, the Hammond School was also engaged in an extensive and comprehensive Society consultation as to its Montessori educational program. Conducted personally by Mr. Havis, the Hammond School consultation included direct observation of the school's facilities and teaching staff in the operation of their various educational programs for children from infant-toddler through the elementary age level.

The Hammond school consultation included many meetings between Havis and the teaching staff, both individually and as a group, to consider their expansive being with children as "commitment to Montessori principles". Mr. Havis also spoke to the school's parents about the effective application of Montessori principles at their regular meeting held on the evening of Thursday, October 23, 1986.

Cont'd. on Page 3, Col. 1

Reflections

by Virginia Jones (Lilburn, Georgia)

Virginia Jones is a student in the Society's "Independent Study Course".

Courage from Commitment

When I reflect on the progress I have realized with regard to awareness of my ability to express a complete commitment to the three Montessori principles, I am truly amazed . . . What I have learned from all those hours of frustration when I was trying to identify just what my "personality" is, is that I am not my "personality" . . . A few months ago I could not see beyond that "personality". I truly believed

Cont'd. on Page 4, Col. 3

"Children helping children" at the Step by Step Early Learning Center (Miller Place, New York)—in collaboration with the Shoreham-Wading River Middle School Early Childhood Community Service Project.

Children Helping Children in New York

> *". . . children of different ages help one another. The younger ones see what the older ones are doing and ask for explanations. . . There is a communication and harmony between the two that one seldom finds between the adult and the small child."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p.226*

The six-hundred student **Shoreham-Wading River Middle School** in suburban Long Island, New York, includes their sixth, seventh and eighth graders in an extensive community service program which involves regular visits to area day care centers, schools and nursing homes. The school's unique community service program of "children helping children" is now achieving national prominence, having been reported in a number of books and magazines, and having been invited for presentation at regional and national conferences.

The school's "children to children" program was first initiated in 1973 as an experiment to allow a few disaffected students to work with younger children outside the school on an occasional basis. Results and impact of this first experience, were so remarkable that a supervised program of such "community service" was instituted as an established aspect of the school's curriculum—integrated with the children's regular school work associated with their own subjects such as reading, writing and social studies.

The middle school children include their community service work within their regular classroom curriculum associated with the growth and development of young children. Specific activities include orientation sessions with speakers, films and discussions; reading, journals and other writing; planning for work at field sites; evaluation; and assuming responsibility for their own actions with others. The younger children are involved in such activities as finger plays, crafts, stories and music.

The **Step by Step Early Learning Center**, a Society member Montessori school in Miller Place, New York, has recently been participating in the Shoreham-Wading River Middle School's community service project wherein six sixth grade students visit the Step by Step school to work with various groups of young children one day a week for a ten week period. **Judy Salmon**, director of the Step by Step school states that the project has been very rewarding as it coordinates well with Montessori teaching for children to learn from other children

Cont'd. on Page 4, Col. 2

Discipline

by Lee Havis

> *". . . children are very well disciplined indeed when they can all move around in a room in a useful, intelligent, and free fashion without doing anything rude or unmannerly."*
>
> **Maria Montessori**
> *from* **Discovery of the Child,** *p.54*

Dr. Montessori's vision of the child's true nature is that of complete harmony with its environment—revealing itself outwardly as an active spontaneous "self-discipline" with others. Such a vision considers true "discipline" as that which emerges from within the child itself rather than that which is from the customary fear and manipulation ordinarily imposed by external adult authority.

In Montessori education, the emergence of "undisciplined" behavior in a child is seen as "abnormal," the result of undue detrimental influences in the environment. Such "abnormal" behavior can be indirectly corrected nonetheless by the child itself in the distinctive Montessori "normalizing" environment; i.e. adult being as commitment to the fundamental Montessori principles: (1) Observation, (2) Individual Liberty; and (3) Preparation of the Environment. By contrast, traditional education generally considers "undisciplined" behavior as a matter for the teacher's direct control or repression.

Traditional Education

> *"To dominate the child, to bring him into subjugation, to make him obedient—this is the basis of (traditional) education. If this can be done by any means whatever, even by violence, all the rest will follow."*
>
> **Maria Montessori**
> *from* **Spontaneous Act. in Ed.,** *p.29-30*

Traditional education generally views "discipline" in children as a matter of *adult* responsibility which must be established *before* any effective instruction can be accomplished. Even with the more "enlightened" forms of individualized education, whether associated with the word "Montessori" or not, at least some measure of manipulative, repressive adult being with children is invariably assumed as somehow "necessary" or "justified." The typical adult attitude of repressive domination of children seems particularly present in circumstances of a child's abusive rebellion, disobedience or "misbehavior."

Typical Adult Attitude

> *". . . a typical attitude of the adult is to be always looking for vice in order to suppress it. But the correction of errors is often humiliating and discouraging . . . and, since (traditional) education rests on this basis, there follows a lowering in the general quality of social life."*
>
> **Maria Montessori**
> *from* **Absorbent Mind,** *p.240*

The typical adult repression of children, whether offered under the guise of "teaching" or not, is ordinarily justified by some presumptive higher "good" to maintain "discipline" in the entire social group. However, this type of "discipline" arising from adult imposition is temporary and superficial at best since the child's own independent will is necessarily crushed in the process of achieving the intended external results. Whatever emerges as "obedience" from such adult repression would be therefore more properly characterized as slave-like subjugation to tyrannical oppression.

Oppression

> *"If a child carries out the will of a teacher because he is afraid, or because his affection is exploited, he has no will, and obedience that is secured by suppression of the will is truly oppression."*
>
> **Maria Montessori**
> *from* **Discovery of the Child,** *p.85*

External appearances of ordinary "discipline" and "obedience" in children typically implicate an underlying condition of oppression wherein the child's own voluntary will has been effectively suppressed or destroyed. Imposed entirely by adult oppression, the ordinary "discipline" of traditional education is clearly dependent on external fear or manipulation from the adult presence. By contrast, the development of true inner discipline according to Montessori principles necessarily includes a parallel development of the child's fully independent "will," the ultimate "cause" of which lies far beyond any adult "teaching."

Cause of Development

> *"Anyone can dominate and repress the weak and subdued; but no one can cause another to develop. Development cannot be taught."*
>
> **Maria Montessori**
> *from* **Absorbent Mind,** *p.206*

The development of true natural "discipline" arises essentially as the child's own creative activity perfecting itself through a gradual integration of many environmental experiences. From such integration, a self-discipline emerges in the child which is dynamically active and uniquely harmonious with others. Such "active" discipline is sharply distinct from the ordinary "discipline" of traditional education so customarily associated with passive immobility and docile subjugation to external authority.

Active Discipline

> *"We do not believe that one is disciplined only when he is artificially made as silent as a mute and as motionless as a paralytic. Such a one is not disciplined but annihilated. . . active discipline . . . embodies a lofty principle of education that is quite different from the absolute and undiscussed coercion that produces immobility."*
>
> **Maria Montessori**
> *from* **Discovery of the Child,** *p.49*

The "active" discipline characteristic of the child's true nature given at conception (i.e., "normality") is that which emerges as a slow and steady process of exercise and experience with others over a long period of time. Even children from "unnormalized" circumstances in the past can be led towards their own true self-disciplined nature with others in the supportive circumstances of a Montessori "normalizing" environment. Ultimately, a profound self-discipline arises in the child from such an environment to far exceed the level of "discipline" which would otherwise emerge through ordinary traditional education.

Exercise and Experience

> *"Only exercise and experience can correct a disability, and it takes long practice to acquire the various kinds of skills that are needed. The undisciplined child enters into discipline by working in the company of others, not by being told that he is naughty."*
>
> **Maria Montessori**
> *from* **Absorbent Mind,** *p.245-246*

In a Montessori "normalizing" environment, the child's "undisciplined" behavior changes to that which reflects true "normality" through a process of considerable environmental practice and experience with others. During

Cont'd. on Page 3, Col. 2

Look for the
January Observer
featuring
Interest

The Montessori Observer

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912 Thayer Ave.
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Lee Havis, Executive Director

The *Montessori Observer* is mailed six times each year to Society members throughout the world. The *Observer* is sent during the months of January, March, May, September, October and November. The purpose of this publication is to provide news and information about the development of Montessori education to extend awareness of Montessori principles and to promote harmony within the Montessori community.

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LETTERS TO IMS

October 20, 1986

Dear Lee:

I would like to thank you for the recent article in the *Montessori News* publication.

Everyday I am finding out that Montessori's principles are used more and more in my classroom. There is much more thinking before reacting. I appreciate all 22 lessons.

Sincerely,

Kathy Strobel
Montessori Children's House
West Bend, Wisconsin

Ed. Note*: Kathy Strobel is a recent graduate of Society's 22-lesson "Independent Study Course" and director of the Montessori Children's House in West Bend, Wisconsin.*

October 27, 1986

Dear Lee:

"Words" cannot begin to express my feelings about the past week. Thank you for all you did and were.

Toni Hammond
Hammond School
Roswell, Georgia

Ed. Note*: Toni Hammond is director of the Hammond School which recently concluded a week-long consultation and conference conducted by Lee Havis.*

Georgia Conference

Cont'd. from Page 1, Col. 1

The conference itself was held on the evening of October 24, 1986 and 9-5 on Saturday, October 25, 1986 to consider the issue of "managing misbehavior" according to one's being as "commitment to Montessori principles". During the conference, various misbehavior scenarios were specifically analyzed and resolved following the approach of: "*control the environment, not the child*". The conference was noteworthy for its lively and attentive discussion among the participants, including considerable dialogue as to their own personal experiences, ideas and thoughts relative to one's effective being with children.

Mr. Havis stated that "the Hammond School consultation and conference reflects a most constructive forward impulse to the creation of the 'new education' in the southeastern United States and beyond. I am looking forward to further good work on behalf of the "normalized" child to emerge from this conference among the participants and through the Society's further conferences and consultation elsewhere."

For further information about the Society's schedule of conferences or for consultation, contact: International Montessori Society, 912 Thayer Ave., Silver Spring, Maryland 20910, Tel. (301) 589-1127.

Marketplace

Montessori School in Philadelphia, PA suburbs. Equipment, lease and business. Capacity, 30 children. Will negotiate financing. For information, contact: Barbara Waters, Carolyn Cox, (215) 872-3110.

Discipline

Cont'd. from Page 2, Col. 3

infancy and until the age of about six, this process emerges most strikingly in outer form as spontaneous goal-directed activity referred to in Montessori education as "work."

Work

> *"The first glimmerings of discipline have their origin in work . . . Discipline is therefore attained indirectly, that is by developing activity in spontaneous work."*
>
> **Maria Montessori**
> *from* **Discovery of the Child**, *p. 304*

Directed by the creative impulse of the "teacher within" the child itself, goal-directed activity with physical objects (i.e., "work") is the means by which inner self-discipline is gradually realized. Such "work" is most strikingly present in a child's prolonged period of intense attention and profound concentration on some specific physical object.

Concentration

> *"Discipline is born when the child concentrates his attention on some object that attracts him. . . ."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p.264*

In the process of developing true "discipline," the child's profound concentration signals the establishment of a critical psychic integration of being within the child. Termed "normalization," this mysterious psychological phenomenon represents an essential point of departure from which the child's own independent and self-disciplined functioning begins to effortlessly unfold into the future.

Normalization

> *"the child whose attention has once been held by a chosen object . . . is a delivered soul . . . From this moment there is no need to worry about him."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p.272*

From the moment of "normalization", the child's discipline begins to extend itself spontaneously in ever deeper levels of self-developmental perfection. Such "normalization" emerges in the child as a sort of mysterious harmony with the uniquely psychic environment created by the adult being as complete commitment to the three fundamental Montessori principles. Such Montessori being provides a certain external condition of "scientific freedom" for children wherein their development of true "active" discipline is effectively supported.

Scientific Freedom

> *". . . freedom and discipline are two faces of the same medal, because scientific freedom leads to discipline."*
>
> **Maria Montessori**
> *from* **Absorbent Mind, p. 285**

Whereas "freedom" in traditional education is typically taken as appropriate only *after* there has emerged some "discipline" in children, Montessori education considers a more expansive view of "individual liberty" wherein such presence is necessary even *before* the emergence of any true or complete discipline. This "scientific freedom" considers that whatever "mistakes" or "misbehavior" there may arise in the process of "normalization" are more for "observation" than "suppression"; i.e., part of a larger process of the child's own independent self-perfection. The adult's function to support this process of "normalization" is directed essentially to that of careful preparation of the child's environment.

The Adult Function

> *"A child slowly perfects his activities. An adult can assist in shaping the environment, but it is the child that perfects his own being."*
>
> **Maria Montessori**
> from **Secret of Childhood**, *p. 195*

Montessori teaching reflects an adult function of "preparation of the environment" to remove whatever detrimental influences there may be present in the child's environment as a moment-to-moment process of being a "commitment to Montessori principles". Such being recognizes that reality is a matter of conscious awareness in the present moment wherein one begins by simply "thinking" about the three Montessori principles. As DesCartes said, "I think, therefore I am."

Thinking

> *". . . a man is capable of becoming anything . . . Making use of his own will in his contact with the environment, he develops his faculties and thus becomes in a sense his own creator."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p. 33*

By "thinking" about the three Montessori principles, saying them to oneself in some troubling moment of peril with children, the reality of true Montessori teaching is gradually engendered within oneself. Whatever "doing" there may be associated with such "being" tends to arise as a natural and spontaneous expression of one's moment-to-moment removal of detrimental influences from around the individual child in question. In external form, the environment for "preparation" around an individual child consists of (1) physical objects; (2) other children; and (3) adult.

Removing Obstacles

> *"The teacher's happy task is . . . removing the obstacles, beginning with those which she herself is likely to present (for the teacher can be the greatest obstacle of all)."*
>
> **Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p. 264*

From one's being as "commitment to Montessori principles", the adult's supportive presence involves a gradual removing of the detrimental influences in the child's environment which otherwise would continue to deter its normal development of discipline. Here we find that the adult's own "personality" with children can often prove the most resistant to effective removal as a detrimental influence.

Adult Personality

> ". . . the teacher . . . removes the obstacle that is created by his own activity and authority."
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p. 111*

Even if a teacher is able to restrain some destructive forms of adult imposition, such as

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Discipline

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Discipline

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violence, punishment and threats, there may yet remain many other less obvious forms of unconscious impositions which persist, such as abandonment, dependency and manipulation. To examine one's own unconscious errors must therefore remain the constant preoccupation of an effective Montessori teacher.

Unconscious Error

> ". . . *when her class becomes undisciplined, the teacher sees in the disorder merely an indication of some error that she has made; she seeks this out and corrects it. The teacher ~~of~~ the traditional school would feel this to be humiliating, but it is not humiliating, it is a part of the technique of the new education.*"
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 285*

One's conscious awareness of the three Montessori principles tends to direct attention to the child's "environment", including the adult's own "personality", wherein many unconscious errors of perception and discernment must necessarily become conscious and resolved. Montessori teaching is therefore a continual process of "expansion" of the fundamental principle "observation" regarding one's own "personality", as well as the "physical objects" and the "other children" around the child at issue. Accordingly, "defects" in a child's behavior are seen more as opportunities for "giving space" to their emergence for one's complete observation, rather than as occasion to suppress such defects in the customary fashion of traditional education.

Giving Space

> "*The usual conception of direct correction and suppression of defects is wrong . . . Correction is possible only by expansion, by 'giving space', by opening up the means for the expansions of the personality.*"
>
> **Maria Montessori**
> *from* **The Formation of Man**, *p. 49*

While the typical adult suppression of defects in children might provide some momentary remission of such defects, the long-term underlying patterns of destructive undisciplined behavior will nonetheless tend to remain active—to emerge in disguised form at some later time as abuse or disregard in the child's environment. True discipline, emerges only with a considerable adult "patience" in the face of "error" and "misbehavior" in children. The typically impatient adult faced with "undisciplined" children might well find the more passive role of true Montessori teaching very difficult to practice indeed.

The Passive Role

> "*Even an intelligent teacher . . . cannot understand her apparently passive role, which is like that of an astronomer who sits fixed at his telescope while the planets go spinning around.*"
>
> **Maria Montessori**
> *from* **Discovery of the Child**, *p. 50*

The essentially passive role of true Montessori teaching with children is very problematic for the typically impatient "busy" adult to practice; i.e. to "feel" tension within while one's being is that of an outer calm. Here we see that one's conscious awareness with children must necessarily direct itself more to the issue of what to "be" rather than what to "do". Eventually, one's being as "commitment to Montessori principles" will gradually compel what one "does" to result in the emergence of profound spontaneous self-discipline in truly "normalized" children.

* * *

Children Helping Children

Cont'd. from Page 1, Col. 3

The Shoreham-Wading River Middle School Early Childhood Community Service Project is supervised and coordinated by the public school teaching staff and it is financially supported by an enthusiastic school board. For further information, contact: Judy Salmon, Step by Step Early Learning Center, 138 Radio Ave., Miller Place, New York 11764 Tel. (516) 821-0474.

Reflections

Cont'd from Page 1 Col. 1

that it was the way I am and would always be. Now I know different. I look to the reality of my commitment to Montessori principles and know that my "being" is beyond my "personality"; they are independent and distinct from one another. This thought has given me great courage in the past months.

My commitment has given me a great courage that I never before felt possible. It has given me the courage to try even in the face of defeat. It has given me the courage to see beyond the misbehaving child and know that the "normalized" child is there just waiting to be unveiled. My commitment has given me the courage to do nothing when every ounce of me is saying "do something!". It has given me the inner strength I need to prevail against a society that fights anything that is different. . .

Reading about "normalization" and concentration provided great hours of reading enjoyment but it was always hard to actualize many of the things I was learning. My total awareness did not come until I entered the Montessori classroom and saw it through the eyes of one committed to its principles. I saw total concentration from a child and felt like I had witnessed a miracle. I watched children interact with the materials and absolutely love it. I have seen children enter the classroom with a misbehavior problem and have it disappear because I had the courage to do nothing but observe. There is no reward greater than working with children in the Montessori classroom.

I have been in the classroom for two years now and every day brings something new and wonderful. I am growing every day that I am in the classroom. The children are teaching me so much more than I could have ever learned on my own. My commitment to Montessori has opened up my mind and my heart to a new education that will give us a generation of "normalized" children.

January, 1987

Vol. VIII, No. 1

The Montessori Interest OBSERVER

Published by the International Montessori Society • 912 Thayer Ave. • Silver Spring, Md 20910 • Phone (301) 589-1127

Child working with "knobbed cylinders" at the Apple Montessori School (Rego Park, New York)

Apple Montessori in New York

The Apple Montessori School located in Rego Park, New York, is under the direction and ownership of **Sneh Parasher**. This Society member school provides a full and half-day program for children aged three to six.

The school expresses its commitment to the Montessori principle of "Preparation of the Environment" by offering a wide variety of opportunities for the children's individual constructive activity throughout the day. A special music program at the school centers on the weekly visit of a graduate music student from nearby Queens College. This specially trained teacher guides the presentation of musical instruments in a variety of interesting activities. Mrs. Parasher states that the children eagerly participate in these opportunities to learn through music.

On December 19, 1986, the school presented a special "Holiday Show" for all the parents. Conducted by the children themselves, this annual event is offered to enable children to gain confidence in their skills to perform a variety of carefully prepared activities arising from their own interest and ability.

Mrs. Parasher maintains a keen interest in extending the skill and mastery of her staff in the effective application of Montessori principles. Recently, she personally attended and participated with others at the Society's New York conference on "managing misbehavior."

For further information, contact: Sneh Parasher, Apple Montessori School, 59-38 Xenia St., Rego Park, New York 11368. Tel. (718) 699-1262.

Why Do Children Bite?

In general, children "bite" as a frustrated oral expression of their feelings of pain and hostility with others. As with all other forms of misbehavior, "biting" is ultimately resolved in time through one's being as a complete commitment to the three fundamental Montessori principles of: (1) "Observation"; (2) "Individual Liberty"; and (3) "Preparation of the Environment."

Expanding the principle of "observation" serves particularly well to effectively resolve the underlying drama of "biting" in children. Such resolution proceeds as a growing awareness of such drama, without the typical forms of repression, blame and guilt which are ordinarily associated with such violent misbehavior.

Children tend to learn early in life that "crying" and other forms of oral expression are not fully effective to communicate their feelings of pain and suffering experienced with others. Ordinarily, adults tend to unconsciously repress effective oral expression in children

Cont'd. On Page 4, Col. 3

New York Conference

- November 22-23, 1986

The Society conducted its latest conference on "Managing Misbehavior" at the Sheraton Inn at La Guardia in New York on November 22-23, 1986. Continuing the Society's expanding communication of "commitment to Montessori principles," the recent New York conference was attended by school owners and teachers in the northeastern area of the United States. Society member schools represented in attendance at the conference were Forest Hills Montessori School (Forest Hills, New York), Apple Montessori School (Rego Park, New York), Ideal Montessori School (Queens, New York) and Villa Fusco Montessori School (Schenectedy, New York). Several students in the Society's Independent Study Course also participated as well as a Montessori teacher from the state of Rhode Island.

Conducted by **Lee Havis,** executive director of the International Montessori Society, the recent New York conference extended considerably the work of prior conferences offered in Roswell, Georgia (October, 1986) and Corpus Christi, Texas (August, 1986).

The New York conference extended beyond previous similar events by offering many new "misbehavior" scenarios for consideration and analysis. In addition, the conference discussion addressed such further issues as proper use of Montessori materials and how government regulations are related to the effective operation of Montessori schools.

An audio tape of important excerpts of this conference will soon be available for purchase from the Society. The New York conference tapes will offer a considerably improved audio quality from that which is present with the currently available Corpus Christi conference tapes.

Further Society conferences are scheduled for San Francisco, California (February 7-8, 1987); Dallas, Texas (March 7-8, 1987); Los Angeles, California (April 25-26, 1987); and Detroit, Michigan (May 16-17, 1987). Advance registration is required. Price is $150 per person ($120 for Society members). For registration form or further information, contact: IMS, 912 Thayer Ave., Silver Spring, Maryland 20910. Tel. (301) 589-1127.

> *" 'Wait while observing'. That is the motto for the educator."*
>
> **Maria Montessori**
> *from* **Dr. Montessori's Own Handbook**, *p. 136-137*

Interest

by Lee Havis

> *"Finally, the time comes in which the children begin to take an interest in something . . . this interest corresponds with natural laws and opens up a whole cycle of new activities . . . This is the moment at which the teacher most often goes wrong."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 279*

"Interest" is a primary focus and concern in one's effective being as a commitment to the three fundamental Montessori principles of: (1) "Observation;" (2) "Individual Liberty;" and (3) "Preparation of the Environment." Such commitment functions essentially to nurture the child's spontaneous interest through the provision of a properly prepared environment, beginning first as a process to locate the child's true interest through one's careful and discerning "observation."

Observation

> *"The Montessori teacher is constantly looking for a child who is not yet there . . . So what must she look out for? That one child or another will begin to concentrate."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 276*

"Observation" as a Montessori principle seeks primarily to locate a child's true interest in the present moment through such means as visual scanning, inquiry and total sensory awareness. Such "Observation" emerges as a "directionality" wherein one proceeds to expand awareness of the child's being in the environment even amid the presence of mistakes, distractions and considerable misconception. Limited by the distracting presence of one's "personality" in the form of a constant stream of random thoughts and feelings, "Observation" only imperfectly reveals the child's spontaneous interests in outer form. Ultimately, such interests tend to remain deeply hidden as a mystery of creation within the child itself.

The Unknown Child

> *". . . all, or nearly all, see the child as he is commonly known only, not the child as he is, still an unknown entity."*
>
> **Maria Montessori**
> *from* **The Formation of Man**, *p. 60-61*

Observing the child as an "unknown entity," one perceives "interest" in any given moment as only a trace of that which has already passed by; like the wake of a ship. Distorted by unconscious prejudice and expectations, one's moment-to-moment judgment of a child's interest includes some considerable speculation and experimentation in the process of one's function to effectively "prepare the environment."

Preparing the Environment

> *"The environment must be rich in motives which lend interest to activity and invite the child to conduct his own experiences."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 92*

"Preparation of the environment" serves primarily to provide constructive experiences with physical objects to meet the child's spontaneously emerging interests. Ordinarily, such preparation is limited indeed—guided only by the most superficial perception of the child's initial inclination towards the drama of fantasy play, as opposed to its more serious interest in real work. Environments for young children are therefore typically only "prepared" for play by the provision of a great quantity of toys.

Toys

> *". . . the child quickly tires of a toy . . . He wantonly breaks it, and people infer that he has a delight in taking things to pieces and in destruction . . . The children have little interest in these things because there is no reality in them."*
>
> **Maria Montessori**
> *from* **Ed. for a New World**, *p. 64*

The child's involvement with toys is limited generally to momentary curiosity or whim—noticeably lacking any substantial attention or deep concentration. Such toys serve essentially only to dramatize superficial sensations in one's escape from a reality perceived as fearful, hostile and confused. The child's true interest in hard work with real objects tends to remain unseen behind the external drama of play.

Play

> *". . . a child always has something important at hand, he is not particularly interested in playing."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p. 220*

A child's play—erroneously assumed as "normal"—is ordinarily not only tolerated but often even encouraged. Dominated by unconscious prejudices about the child's being as essentially idle and "playful," some teachers may abandon children to "play" under the erroneous impression that they are effectively applying the fundamental Montessori principle of "Individual Liberty."

Individual Liberty

> *"The principle of* liberty *is not therefore a principle of* abandonment, *but rather one which, by leading us from illusion to reality, will guide us to the most positive and efficacious 'care of the child.'"*
>
> **Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p. 9-10*

"Individual Liberty" serves to enable children to choose their own true interest in reality. Children abandoned to "play" are not truly "free" but rather limited to choose only from among those various forms of escape which provide some momentary distraction away from reality.

Distraction

> *"It is not possible to speak of free choice when all kinds of external stimuli attract a child at the same time and, having no will power, he responds to every call, passing relentlessly from one thing to another . . . He is still a slave to superficial sensations which leave him at the mercy of his environment."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 271*

The typical child appears bound within a state of constant distraction, bouncing from one superficial sensation to another—abandoned to whatever dominating environmental influence there may be present at the given moment. Traditional teaching, generally adopting such a superficial view of the child, attempts to "create" interest in children by imposing various forms of environmental stimulation, manipulation and motivation under the guise of "education." By contrast, Montessori teaching approaches the child as its own "cause"—having its own inherent guidance and creative purpose to which the environment can at best only supportively respond in harmony.

Cause of Interest

> *". . . internal activities act as cause, they do not react and exist as the effect of external factors. Our attention is not arrested on all things indifferently, but by those which are congenial to our tastes."*
>
> **Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p. 160*

Cont'd. on Page 3, Col. 2

Look for the
March Observer
featuring
Education

The Montessori Observer

published by
INTERNATIONAL MONTESSORI SOCIETY
912 Thayer Ave
Silver Spring, MD 20910
(301) 589-1127
Lee Havis, Executive Director

The *Montessori Observer* is mailed six times each year to Society members throughout the world. The *Observer* is sent during the months of January, March, May, September, October and November. The purpose of this publication is to provide news and information about the development of Montessori education to extend awareness of Montessori principles and to promote harmony within the Montessori community.

INTERNATIONAL MONTESSORI SOCIETY

The International Montessori Society is sponsored by Educational Services, Inc., a non-profit corporation organized in Maryland, U.S.A. The Society's purpose is to support the effective application of Montessori principles throughout the world.

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Subscription to this *Observer* publication may be obtained by requesting Society membership which is open to all individuals for a $15 annual fee. Society members also receive a subscription to the *Montessori News*. Send request for membership benefits.

ADVERTISING

Advertising space is available for services and products relating to Montessori education. Marketplace ads are $7/line. Position and Placement ads are $10 each and will be set and edited by the Society to conform to space requirements. Write for the Society's advertising outline as to rates and other information about design advertising.

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LETTERS TO IMS

November 13, 1986

Dear Mr. Havis,

The Atlanta conference (October 24-25, 1986) was indeed very valuable to me. Many of the Montessori ideas I was learning about began to crystalize in my mind as I saw the practical side of applying the three principles of Montessori. I find that, even if I don't fully understand them, when I think about each one in the face of misbehavior in my children, I am put in touch with the reality of the moment. Then I can see what needs to be done. This firm foundation gives me peace in the rough times.

I guess I would just like to express the gratitude I feel to you, to IMS . . . I feel I am on the road to becoming a much better prepared part of my children's environment. As I learn more about these precious little beings, these diamonds in the rough, I am hopeful they will become normalized, and in the process maybe I will too.

Sincerely,

Bonnie (Sanders)
Beaufort, South Carolina

Ed. Note: *Bonnie Sanders is a student in the Society's "Independent Study Course" and refers to her experiences of the Georgia Montessori Conference which she attended in Roswell, Georgia, on October 24-25, 1986.*

November 19, 1986

Dear Mr. Havis,

I await my last lesson with mixed feelings. On the one hand I am excited about the completion of my course . . . On the other hand however, I will truly miss our weekly dialogue. Talking to you "energizes" me and I know I will miss that. I hope we can find a way to communicate often. I know I can call you if I have a problem. I hope you will keep in touch also.

I read your "Moments of Peril" and I loved it . . . I like the idea of all your mini scenarios. I could relate to almost everyone! I noticed that IMS is sponsoring the next few conferences. Would you consider another one in Atlanta . . . I feel many of the teachers at the last conference (Roswell, Georgia, October 1986) would support another one.

Sincerely,

Virginia Jones
Snellville, Georgia

Ed. Note: *Virginia Jones received her certificate of completion of the Society's 22-lesson "Independent Study Course" for Montessori teacher preparation on December 12, 1986. The "Moments of Peril" document she refers to is a worksheet of "misbehavior" scenarios incorporated into the Society's conference, most recently conducted in New York on November 22-23, 1986.*

November 24, 1986

Dear Lee,

During the flight home, I made the decision to take your course. I hope you can see all the gratitude and appreciation I have for you in this one small act. I hope you can see it as my highest compliment and my most heartfelt thanks.

The conference (New York, November 22-23, 1986) gave me assurance that I have been on the right path, going in the right direction, though groping in darkness some of the time. I received much support and encouragement from you and the other people there.

Your friend and colleague,

Paul Posillo
Ashaway, Rhode Island

Ed. Note: *Paul Posillo is referring to his experiences of the recent Society conference which he attended in New York on November 22-23, 1986.*

Positions & Placements

Montessori Teacher: (7-12) Elementary trained teacher for school year 1987-88. Full-time position to supervise and manage a class of 12 to 30 children. School is located in Redding, CA, at the northern end of the Sacramento Valley. City's population is about 51,000, offering beautiful surroundings, country living and fine outdoor recreation. To apply, send profile along with salary requirements to: Montessori Elementary School of Shady Oaks, 1410 Victor Ave., Redding, CA 96003.

Interest

Cont'd. from Page 2, Col. 3

The child's true interest emerges from within the child itself as creative activity—not from environmental stimulation or external motivation as generally considered in traditional education. While the environment may certainly support and enhance the child's interest as it becomes perceived in outward form, the cause of its creation lies invariably hidden within the child to unfold a mysterious plan of development set in motion at the moment of its conception. Environmental support for such creative development is therefore limited essentially to the presentation of a precise organization of work, following always the purpose of the child's own freely chosen self-directed activity.

Organization

> *". . . the child . . . ought to find in his surroundings something organized in direct relation to his internal organization which is developing itself by natural laws . . ."*
>
> **Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p. 70*

"Preparation of the Environment" includes the careful organization of physical objects with which the child may become deeply interested. This organization of work provides opportunities for coordinated goal-directed movement, experience and mental activity with physical objects in categories such as "practical life," "sensorial" and more advanced "cultural subjects." Guided by one's expansive observation of the child's attention and free activity in the environment, the Montessori teacher offers various brief "lessons" to enhance and support the child's continuing interest in its work with physical objects.

Physical Objects

> *"The teacher . . . must be able to choose an object suitable for a particular child and place it before him in such a way that he understands it and takes a keen interest in it."*
>
> **Maria Montessori**
> *from* **Discovery of the Child**, *p. 151*

The child's instinctive interest in work with physical objects is occasionally enhanced by the adult's presentation of their particular use and purpose; i.e., a "lesson" which is noticeably distinct from the ordinary distracting adult domination and lengthy verbal explanations more commonly associated with conventional "teaching." While one's own judgment and knowledge of the potential use and purpose of some specific physical object provides a certain initial direction in presenting a particular piece of work, the primary essential guide in offering lessons is always that of the immediate interest of the child itself.

Child's Interest

> *"Too many teachers are inclined to be continually interrupting and teaching . . . The teacher considers that she must lead him from the easy to the difficult, from simple to complex, by gradual steps, whereas the child may go from the difficult to the easy, and makes great strides . . . A child who is interested in what he is doing goes on and on without fatigue."*
>
> **Maria Montessori**
> *from* **Ed. for a New World**, *p. 67*

The child's interest effectively guides the adult in the introduction of work with materials. Lessons are therefore limited generally to only a brief moment to avoid the child's tendency towards imitation or its undue dependency on the adult's presence. Such brief lesson presentation is also more likely to assure the child's own independent learning through discovery and experimentation with the materials themselves. When mistakes are evident in the child's work or when there emerges some sort of inconsistency with discernible external order or sequence of work, the Montessori teacher avoids correction or interference as much as possible so that the child is able to effectively complete its own cycle of activity.

Cycle of Activity

> *"There is a vital urge to completeness of action . . . the cycle must be completed. Adults therefore should not interfere to stop any childish activity however absurd, so long as it is not too dangerous to life or limb . . . The child must carry out his cycle of activity."*
>
> **Maria Montessori**
> *from* **Ed. for a New World**, *p. 57*

A child's external activity invariably reflects some mysterious inner creative process in which a cycle of activity is seeking to complete itself. Such completion serves a hidden purpose of the child's own creative construction which may never fully become realized, even after the conclusion of some particular series of external events. In any case, the value of this purposeful cycle of activity lies not in the accomplsihment of identifiable external results, but rather in the process of activity itself as mental concentration and physical experimentation.

Experimentation

> *"Anyone who will adopt this method will make of every school and every class where it is used a laboratory for experimentation."*
>
> **Maria Montessori**
> *from* **Discovery of the Child**, *p. 319*

Montessori teaching recognizes that "experimentation" is part of the process of offering lessons to respond to the child's perceived interests. Such experimentation begins with one's "observation" of phenomena such as a child's eye focus or verbal expression, thereafter proceeding generally to some responsive "lesson;" e.g., momentary "eye contact" with the child or perhaps a brief presentation of some specific piece of work. Success in such lesson presentation is determined by the extent to which a specific "point of contact" between the child and its environment may be located where in the child's true interest may become intensely focussed and in harmony with environmental experience at that precise moment of time.

Point of Contact

> *"Point of contact . . . a psychological bridge which puts the soul of the individual child in contact with some definite, limited piece of external reality."*
>
> **Maria Montessori**
> *from* **Maria Montessori:**
> **Her Life and Work**, *p. 239*

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Interest
Vol. VIII, No. 1
January, 1987

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Announcements

The Montessori Teacher's Assoc. of Pennsylvania (MTA-PA) will sponsor a workshop on Saturday, April 11, 1987 featuring **David Brown** from the Academy of Natural Sciences Science Workshop. For further details, contact: Debbie Eastwood, ℅ Greene Towne School, 2013 Appletree St., Philadelphia, PA 19103, Tel. (215)674-9420.

Montessori Conference in Pennsylvania

The Montessori Country Day School in Wyomissing, Pennsylvania (near Philadelphia) is sponsoring a Montessori conference on the weekend of March 28-29, 1987. Conducted by **Lee Havis**, executive director of the International Montessori Society, this conference will address the practical teaching problems associated with one's expansive being with children as a commitment to Montessori principles.

This Pennsylvania Montessori Conference will feature the presentation and analysis of specific misbehavior scenarios with children according to the approach of "control the environment, not the child." In addition, other teaching problems and concerns about Montessori education will be discussed and considered as they arise from the interest and everyday practical experiences of those in attendance.

Celia Reed, director of the Country Day School, indicates that Montessori teachers from all different walks are expected to attend. The school is also extending a special invitation to the principals and teachers of the public school sector.

The conference is open to the general public. To obtain further information or registration form, contact: Celia Reed, Montessori Country Day School, 2200 Bern Rd., Wyomissing, Pennsylvania 19610, Tel. (215) 373-7828.

Interest

Cont'd. from Page 3, Col. 3

Even in the midst of some considerable disorder or wild fantasy, there exists some "point of contact" towards which the child's interest and attention may be properly directed. A scene of violent dispute with considerable hitting and grabbing may nonetheless reveal as a critical "point of contact" some specific physical object, the control of which would serve as a most constructive lesson at that moment. In a more calm circumstance, a child might find its "point of contact" in some period of profound concentration to signal the emergence of "normalization."

Normalization

> *"Normalization comes about through 'concentration' on a piece of work."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 206*

The child's "normalization"—to profoundly shift its being from general disorder and inattention to that of completely stablized harmony with its environment—emerges usually as an event of intense interest and sudden concentration in the use of the most simple of everyday "practical life" objects and activity. After such "normalization," the child's interest extends itself further through increasingly more complex forms of mental activity involving such academic areas as "math" and "language." The new "normalized" child then emerges to reveal a path of self-creative development which ultimately manifests the true nature of humanity as that which expresses a most constructive being on behalf of peaceful harmony throughout the world.

True "interest"—whether arising in children or adults—emerges as the first tangible impression of creative activity within oneself in the present moment. One's being a "commitment to Montessori principles" reflects that particular sort of creative activity wherein one's own individual "interest" in Montessori teaching gradually finds its ultimate expression in the emergence of the child's true "normalized" nature in the world.

Why Do Children Bite?

Cont'd. from Page 1, Col. 2

through many subtle forms of manipulative words and actions; e.g., saying "sh-sh-sh" to a crying infant rather than satisfying the basic need being expressed at the moment. With older children, this adult repression continues with the imposition of various forms of violent punishment or verbal reprimands such as "big children don't cry" and admonitions not to "whine" or not to be a "cry baby."

Even very young children have a basic urge for oral expression of feelings which normally seeks to harmoniously resolve conflict with others and to otherwise satisfy basic needs for nourishment from the environment. Lacking sufficient ability to fully communicate painful feelings through words and otherwise unable to orally express itself through such means as just plain crying, a child is virtually compelled to "bite" as its only available relief from an overwhelming frustration and pain associated with its being with others.

Expanding the principle of "observation" to a "biting" scenario generally involves an attentive visual scanning to assure effective "eye contact" with children in those moments of peril where stress in social circumstances is particularly evident. Sometimes, such "observation" requires a more determined verbal inquiry with an individual child to uncover the underlying reality of repressed feelings which are present in the "moment of peril." In any case, one's being as commitment to Montessori principles will gradually enable a child's free oral expression of its feelings to others and thereby resolve the child's tendency to "bite."

Marketplace

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Revised Membership Fees Promote Participation

The new $100 per year fee (plus $40 for each additional school site) for Montessori school membership with the Society intends to expand substantial participation with the Society's work through such means as local conferences, teacher training and school consultation. The current low Montessori school membership renewal rate of $45 per year (plus $20 for each additional school site) will now apply only for those schools which have actively participated with the Society during the prior 12-month period. "Active participation" means that the school has one of its staff as an active participating student in the Society's Montessori teacher training program, has conducted a Society consultation, or has attended a conference sponsored by the Society or conducted by Lee Havis.

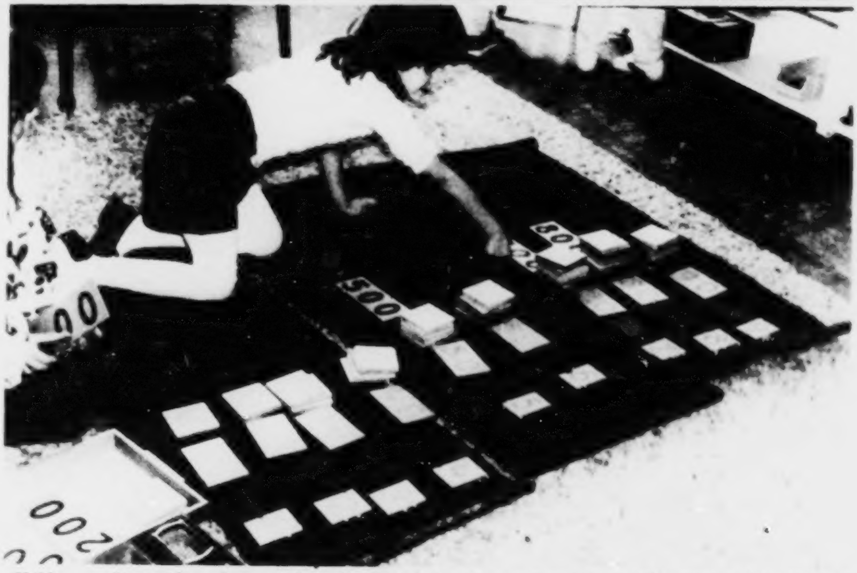
The new fee structure will enable more active participation of Society member schools to substantiate their public expression of "commitment to Montessori principles"—one of the primary essential criteria for Society recognition as a "Montessori school". Executive director of the Society, **Lee Havis**, states that "being as commitment to Montessori principles is expansive in nature and therefore implicates a continuing substantial participation and communication—beyond that which can be reasonably assured by the mere receipt of such written publications as the "*Montessori News*" and "*Montessori Observer*". The new fee structure will enable the Society to more effectively support and substantiate the integrity of the Montessori school membership criteria."

Cont'd. on Page 4, Col. 3

Montessori Conferences

International Montessori Society Conference entitled "Creating the New Education." **Lee Havis**, speaker and discussion leader on Montessori teaching, featuring "managing misbehavior". Prepaid registration, $150 ($120 for Society members). Dates and places are: Los Angeles, CA, April 25-26, 1987; Detroit, MI, May 16-17, 1987; Columbia, SC, August 8-9, 1987. Send registration fee or for further information, contact: IMS, 912 Thayer Ave., Silver Spring, MD 20910, Tel. (301) 589-1127.

Pennsylvania Montessori Conference, sponsored by Montessori Country Day School in Wyomissing, PA (near Philadelphia), March 28-29, 1987. **Lee Havis**, speaker and discussion leader on issues such as "managing misbehavior". Two-day fee $85, Sat. only, $45. Send prepaid registration or for further information, contact: Celia Reed, Montessori Country Day School, 2200 Bern Rd., Wyomissing, PA 19610, Tel. (215) 373-7828.



Children working with math materials at the Wyomissing Country Day School—Wyomissing, Pennsylvania

Wyomissing School Sponsors Pennsylvania Montessori Conference

On March 28-29, 1987, the Montessori Country Day School (Wyomissing, PA) will sponsor a special Pennsylvania Montessori conference conducted by **Lee Havis**, Society executive director. Based on one's being as "commitment to Montessori principles", this conference will focus primarily on the practical issue of managing the misbehavior of children; e.g., analyzing and resolving various misbehavior scenarios from the daily experience of those in attendance according to the approach of "control the environment, not the child".

Located in a suburb of Reading, Pennsylvania, the Montessori Country Day School was organized in 1967 as a corporation under the direction of a parent-run board. **Celia Reed** is the administrator of this Society member school which serves a total enrollment of 62 children aged 1½ to 5 years. The school offers a daily half-day primary program with day care from 7:30 a.m. to 5:30 p.m.

Special program features of the school include regular field trips, gymnastics, a newsletter for parents and Spanish as a foreign language. Ms. Reed states that the parents actively participate with the school operation through a "parent's club" which organizes a wide range of supportive projects and activities.

The school sustains a substantial association with the Society through such means as enabling the participation of two of its staff members, **Mina Daphtary** and **Mary Flowers**, in the Society's Montessori teacher training program. In addition, the school is expanding further such association through its work of preparation and sponsorship for the Pennsylvania Montessori Conference (March 28-29, 1987).

During the past several months, the school staff and parents have been working with considerable diligence and energy to assure the broadest possible participation in the conference. A particular effort is being made to assure a maximum of convenience and economy for all those attending. Sleeping accommodations during the weekend conference are available in nearby hotels for those from outside the local Reading, PA area. In addition, the school staff are offering space in their own homes during the conference for $15 per night. The total two-day weekend conference fee is a very modest $85 per person (Saturday only, $45).

For more information about the school or its March conference, contact: Celia Reed, Montessori Country Day School, 2200 Bern Road, Wyomissing, PA 19610, Tel. (215) 373-7828.

Education

by Lee Havis

> *"Education is not what the teacher gives; education is a natural process spontaneously carried out by the human individual and is acquired not by listening to words but by experiences upon the environment."*
>
> **Maria Montessori**
> *from* **Ed. for a New World**, *p. 3*

Dr. Montessori's self-creative view of "education" first arose in 1907 as strikingly distinct from that which is customarily recognized as "education" in society; i.e., "education" as being that which is directly controlled and imposed by adult "teaching". Based on an expansive observation of children free to work according to their own interests in a supportively "prepared environment." Dr. Montessori's vision of a "new education" is premised not on adult "teaching" but rather on one's being committed to certain fundamental principles of nature to discover the reality of a child's own true "normalized" nature emerging of itself; i.e., that being as an instinctive "great worker," spontaneously self-disciplined and inherently inclined to educate itself in complete harmony with others in the present moment.

Despite this remarkable discovery of the child as having a "teacher within" itself, the general public has nevertheless remained largely oblivious to the opportunity and possibility for such a "new education" in the world; assuming the "normalized" child as some sort of impossible "myth" or theoretical "ideal." Since 1907, the miracle of the emergence of the new "normalized" child has therefore remained surprisingly unnoticed and disregarded—unconsciously repressed by the continuous pattern of adult domination of children carried out in the name of their "education".

Official Education

> *" . . . the world of official education too put our work aside! . . . the 'miracle' was officially relegated to oblivion."*
>
> **Maria Montessori**
> *from* **The Formation of Man**, *p. 30-31*

Centered on the prevailing prejudices in adult society of the child as essentially weak, dependent, bad or simply devoid or any inherently constructive inner guidance, an "official education" has emerged to unconsciously repress and deny the reality of the child's own true "normalized" nature. Generally controlled by government, this dominant prejudicial form of 'education" tends to compel all children to conform to an impersonal standardized curriculum—without regard to their inherent individual differences, needs and interests. Such ordinary "education" inevitably emerges as a "struggle" between the dominant adult authority and the individual child whose own inherent interests and needs in the present moment are sacrificed for the presumptive higher "good" of various academic imperatives to which all must submit according to various forms of group instruction. Ultimately, the individual child is compelled to conform its own will and being to the overpowering demands, presumptive authority and manipulative influence of adult "teaching".

Old Education

> *" . . . the struggle between the adult and the child finds its expression . . . in what is still called by the old name of 'Education'."*
>
> **Maria Montessori**
> *from* **Peace and Education**, *p. 20*

The ordinary "education" of today tends to remain substantially as it was in the past—dominated by a pattern of adult "teaching" based on a prejudicial view of the child as somehow inherently "empty" or "bad." Assuming adult authority as generally that of unquestioned "goodness" and "wisdom", this "old education" invaribly confronts any resistance to its various impositions with some form of adult repression.

Repression

> *"A principle of repression that amounts at times almost to slavery has a firm grip on both schools and education."*
>
> **Maria Montessori**
> *from* **Discovery of the Child**, *p. 10*

Assuming its own inherent "goodness", traditional education tends to repress any form of deviation from docile obedience and compliance with its various impositions. Not always "violent," such repression nevertheless has the effect of denying or otherwise disregarding the reality of the child as having its own "teacher within" itself. Environmental experience is accordingly limited essentially to teacher-controlled academic exercises or total abandonment to "play" such as in the activity known as "recess". Like a flock of sheep, children in ordinary schools are generally herded as a group form one teacher-directed activity to another in the process of completing a standardized routine of academic exercises relative to reading, writing, math, and other cultural subjects. Scheduling of assignments, projects, activity and exercises are determined essentially by the demands of a standardized curriculum—interpreted and enforced by prejudicial adult authority which defines and structures the nature, form and substance of this traditional education.

Traditional Education

> *"To dominate the child, to bring him into subjugation, to make him obedient—this is the basis of (traditional) education. If this can be done by any means whatever, even by violence, all the rest will follow."*
>
> **Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p. 29-30*

Ordinary education tends to reflect the well-established tradition of adult domination and control of children—assuring that the prejudices and limitations of being from one generation are perpetuated into the next. Through means such as "compulsory" schooling laws, government-run "public" schools, oppressive government restriction and control on the operation of private education and the general tendency of parents to conform to prevailing social custom in the treatment of their children, a well-established pattern of traditional education has become pervasively employed and generally accepted throughout one's entire society. Standardized curricula and various prejudicial restrictions on the training and employment of teachers are routinely justified and assumed as somehow "necessary" to assure a sort of uniform "quality"; i.e., to preserve "traditional" values and the presumptive imperatives of proper "socialization". Whatever so-called "alternatives" there may be to such traditional education in society generally abandon children to their own superficial sensations or idle play under the guise of "freedom".

Cont'd. on Page 3, Col. 2

Look for the

May Observer

featuring

Language

The Montessori Observer
ISSN 0889-5643

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INTERNATIONAL MONTESSORI SOCIETY
912 Thayer Ave
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(301) 589-1127

Lee Havis, Executive Director

The *Montessori Observer* is mailed six times each year to Society members throughout the world. The *Observer* is sent during the months of January, March, May, September, October and November. The purpose of this publication is to provide news and information about the development of Montessori education to extend awareness of Montessori principles and to promote harmony within the Montessori community.

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The International Montessori Society is sponsored by Educational Services, Inc., a non-profit corporation organized in Maryland, U.S.A. The Society's purpose is to support the effective application of Montessori principles throughout the world.

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SUBSCRIPTION

Subscription to this *Observer* publication may be obtained by requesting Society membership which is open to all individuals for a $15 annual fee. Society members also receive a subscription to the *Montessori News*. Send request for membership benefits.

ADVERTISING

Advertising space is available for services and products relating to Montessori education. Marketplace ads are $7/line. Position and Placement ads are $10 each and will be set and edited by the Society to conform to space requirements. Write for the Society's advertising outline as to rates and other information about design advertising.

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LETTERS TO IMS

December 18, 1986

Dear Sir:

I have read "Montessori News" (October 1986 issue) for the first time and found it excellent! This is my first year teaching . . . and I found your newspaper answered a lot of questions.

Could you please send me information about subscribing to the "Montessori News".

Yours Sincerely,

Catherine Inderwick
Nepean, Ontario, Canada

Ed. Note: *The "Montessori News," sent to all Society members, is published and distributed three times each year: January, May and October.*

January, 1987

Lee:

The conference (New York, November 22-23, 1986) was so much more than I ever expected . . . it was like a gift for all of us because we were able to learn and exchange ideas and get to know each other. I was really flying high!

Thanks again for a great conference.

Nancy McEvoy
Schenectady, New York

Ed. Note: *Nancy McEvoy is a student in the Society's Montessori teacher training program—the "Independent Study Course."*

December 11, 1986

Dear Lee:

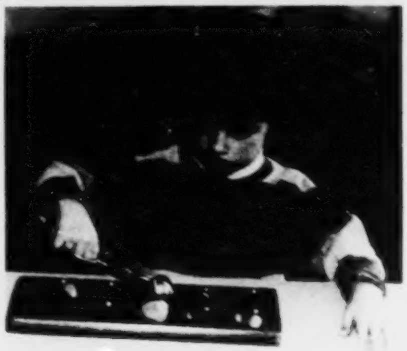
I am so excited about my progress in my commitment to the Montessori principles. This school year I am able to observe the children in my care growing closer and closer to normalize. I am no longer "afraid" to give them liberty. Every day I grow stronger and more confident in my ability to apply the principles. Reactive behavior and language are no longer a part of my "being." I can feel tense without acting tense. I am able to "step back" and observe not only the child but myself . . . .

. . . you are so thorough (and exacting) in your training. I do so appreciate all the time you take in responding to my lessons.

Seasons Greetings,

Kathleen Kimball
Woodruff, Wisconsin

Ed. Note: Kathleen Kimball refers to her experiences as a student in the Society's Montessori teacher training program—the "Independent Study Course."



Child working with practical life material at the Montessori Country Day School

—Wyomissing, Pennsylvania

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Education

Cont'd. from Page 2, Col. 3

Alternative Education

> *". . . the attempts of so-called modern education which simply tries to deliver the child from presumed repression are not on the right path. To let the pupils do what they like, to amuse them with light occupations, to lead them back to an almost wild state does not solve the problem."*
>
> **Maria Montessori**
> *from* **The Formation of Man**, *p. 19*

Despite its claims to 'free' children from the repression of traditional teaching, so-called "alternative" education generally tends to unconsciously limit the activity of children to expansion of only those various forms of abnormal expression. Abandoned to "play" and idle fantasy, children in many alternative schools are therefore effectively denied the opportunity for real work freely chosen on behalf of their own true "normal" development. As with traditional education, "alternative" schools likewise tend to subject children to the same essential prejudices and limitations of experience which are commonly accepted throughout the entire society.

Prejudice

> *"The commonest prejudice in ordinary education is that everything can be accomplished by talking . . . or by holding one's self up as a model to be imitated . . . The child is usually considered a receptive being instead of as an active being."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 254*

The primary prejudice of ordinary education is that which assumes adult "teaching" as somehow presumptively "wise" and "good"; the child thus seen as generally "stupid" and "bad" to the extent of its non-compliance with adult authority. Such prejudice implies a child's function as that of limitation and conformity with the various demands and needs of adult "teaching". Substantially guided by the prejudicial need for dominant adult activity and control, traditional education necessarily assumes the function, form and substance of absolute tyranny over the child.

Tyranny

> *". . . the kind of education still in vogue condemns the teacher to be a dictator . . . teachers of the older school hold firmly to irrational rules and have little to guide them but illusion and prejudice."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 256*

However "benevolent" or "justified" may be its particular form and expression, traditional education nonetheless tends to impose an essential tyranny over the child. However "non-violent" may be one's being with children, typical teaching still employs many subtle forms of repressive adult manipulation; e.g. rewards, punishment, threats, judgmental criticism, emotional dependency, peer pressure. Efforts to "transform" this condition of tyranny and prejudice in education generally arise as rather futile since the central focus of such efforts is ordinarily that of a distorted, limited and prejudicial view of the child; e.g., weak, dependent, bad, stupid, lazy, empty.

Transforming Education

> *"An attempt is being made to transform education . . . all this however, is being effected around the same figure of the misunderstood child who is seen through eyes distorted."*
>
> **Maria Montessori**
> *from* **The Formation of Man**, *p. 73*

A true "transformation" of education from tyranny to true freedom for the human spirit must necessarily create a whole "new education"—centered on the vision of a child's own self-directed teaching according to the instruction of its own true "normalized" nature. Even as its outer expression of being may appear at times as quite "disordered", the child is nonethless seen through one's faith as an inner spirit which will eventually reveal itself outwardly as a result of one's expansive "observation". Such a "new education" finds its essential reality within oneself as the creation of a child's environment as being a complete commitment to certain specific fundamental laws of nature.

New Education

> *"A new education from birth onward must be built up. Education must be reconstructed and based on the laws of nature and not on the preconceived notions and prejudices of adult society."*
>
> **Maria Montessori**
> *from* **The Formation of Man**, *p. 97*

Dr. Montessori's vision of a "new education" expresses itself essentially as one's own being with children as a complete commitment to three fundamental principles of nature denoted by the terms: (1) Observation, (2) Individual Liberty, and (3) Preparation of the Environment. Approaching the child as an "unknown entity", one's committed being as such ultimately results in the emergence of the child's own true "normalized" nature in the course of time. Creating the "new education" begins within oneself as a process of growing awareness of these three Montessori principles. With others beyond oneself, this "new education" gradually extends itself outwardly as a sort of "non-violent" revolution in the world—challenging the various forces of prejudice and oppression of man's true creative spirit, to result ultimately in the emergence of the new "normalized" child as a tangible reality.

Non-violent Revolution

> *"Society has built up walls, barriers. These the new education must cast down revealing the free horizon. The new education is a revolution, but without violence. It is the non-violent revolution."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 215*

Challenging the traditional role of adult authority over children, the "new education" implicates a revolutionary path of great creative change in society, to discover man's true nature and allow its free expression in the world. While such a "non-violent revolution" asserts a rather direct and obvious challenge to the well-established prejudices and tyranny of adult society regarding the child, its function with children is very "indirect"—to provide a modest yet vital "help" in the child's own self-directed development.

Cont'd. on Page 4, Col. 2

March 1987
Vol. VIII, No. 2

Education

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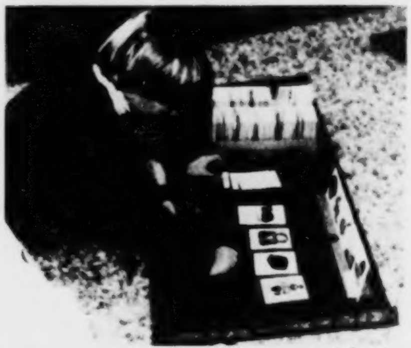

Child working with language materials at the Wyomissing Country Day School

Positions & Placements

Montessori Teacher: (6-9). For 1987-88 school year. Able to work in team situation with children and parents of various ethnic backgrounds. Qualities desired are open mindedness, cooperation and flexibility. School located in rural community, serving children aged 2½-12. Salary negotiable. To apply, send resume and list of references to Deidre Waller, P.O. Box 1604, Kamuela, Hawaii, 96743, Tel. (808) 885-4141 ASAP.

Montessori Teacher: (6-9), (9-12). Two teachers needed for private non-sectarian school in northern suburb of Minneapolis, Minnesota. Desire teachers with imagination and flexibility able to create their own environments. School has cooperative and experienced staff who value teacher input. Salary negotiable. Contact: Lucy McKay, Adm., Northern Lights School, 850 South St., Anoka, Minnesota 55304. Tel. (612) 421-0653, after 5:00 p.m. (612) 427-8508.

Montessori Teacher: (3-6) needed for additional class, Sept. '87. Excellent conditions, competitive salary and benefits. True "Children's House" setting and operation. Prefer experience. Contact Staunton Montessori School, P.O. Box 722, Staunton, VA 24401. Tel. (703) 885-4301.

Montessori Teacher: (3-6) for school located on the San Francisco peninsula. School in 21st year. Program hours 9-3:30, a.m. and p.m. sessions. No day care. Opening summer month of July or September. School closed August and all public school holidays. Would hire immediately. Contact: Menlo Montessori Pre-school, 1300 Alpine Rd., Menlo Park, Ca 94025 Tel. (415) 854-3264.

POSITION WANTED:

Montessori Teacher/Administrator: Mature, experienced with young children. Presently enrolled in Society's "Independent Study Course". Willing to relocate in United States for fall, 1987 position. References on request. Contact: Linda Jacobi-Wallin, 5021 West McGuire Rd., Lincoln, Nebraska 68524, Tel. (402) 551-1500 or (402) 470-2319.

Education

Cont'd. from Page 3, Col. 3

Help to Development

> *"Our goal in the eduction of a young child should be to help him develop, and not to furnish him with a kind of culture."*
>
> **Maria Montessori**
> *from* **Discovery of the Child**, *p. 170*

Applying the fundamental principle of "preparation of the environment", the Montessori teacher provides various objects and opportunities for self-creative work, independent activity and experience according to the child's own interests in the present moment. Such "indirect" teaching recognizes that development is engendered uniquely within the child itself—not somehow "caused" by the will of external authority such as commonly assumed in traditional education.

Cause of Development

> *"Anyone can dominate and repress the weak and subdued; but no one can cause another to develop. Development cannot be taught."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 206*

Common in all forms of traditional education—even that which arises under the guide of "Montessori"—is the presumptive need for direct adult "teaching" to assure a child's development. True Montessori "teaching" recognizes the cause of development within the child itself, offering only a modest "indirect" assistance to the child through means of the "prepared environment." This "new education" consistently aims to support and sustain the child's own independent "normalized" development—free of the otherwise customary forms of unconscious imposition of the adult personality.

Purpose of Education

> *"The great task of education must be to secure and preserve a normality which, of its own nature, gravitates towards the center of perfection."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 239*

While society continues to look to "education" to ultimately help solve the wide range of complex problems in the world, the content and "quality" of such "education" remains rather academic and irrelevant to the extent that its underlying assumptions about fundamental "reality" remain unchallenged. Centered essentially on the prejudicial "reality" of the child as limited physicality, devoid of its own self-creative spirit, any form of ordinary "quality education" will continue to fail in its ultimate fundamental purpose. Hollow "lip service", more money and futile superficial gestures for such "quality education" only distract attention away from the compounding danger of continued ignorance and the countervailing urgency for enlightenment and freedom for man's true creative spirit. Only a genuine "new education"—committed to fundamental principles of nature and centered on Dr. Montessori's vision of the "normalized" child—can fulfill the true purpose of education to help children create and develop a better, stronger and more perfect humanity in the world.

Revised Membership Fees

Cont'd. from Page 1, Col. 1

The Society's recent series of unique Montessori conferences throughout the United States serves to enhance the "active participation" of member schools in the Society's work of "creating the new education". Open to the general public, future Society conferences are scheduled for Los Angeles, California (April 25-26, 1987) and Detroit, Michigan (May 16-17, 1987). In addition, a Pennsylvania Montessori Conference, sponsored by the Montessori Country Day School (Wyomissing, PA) will be conducted by Lee Havis in Wyomissing, PA on March 28-29, 1987. Attendance at this conference also qualifies as "active participation" to assure member schools of the current low renewal rate of $45 per year.

To apply or to obtain further information about the Society's Montessori school membership program, its fee structure or participation opportunities, contact: IMS, 912 Thayer Ave., Silver Spring, MD 20910, Tel. (301) 589-1127.

May, 1987

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The Montessori OBSERVER

Language

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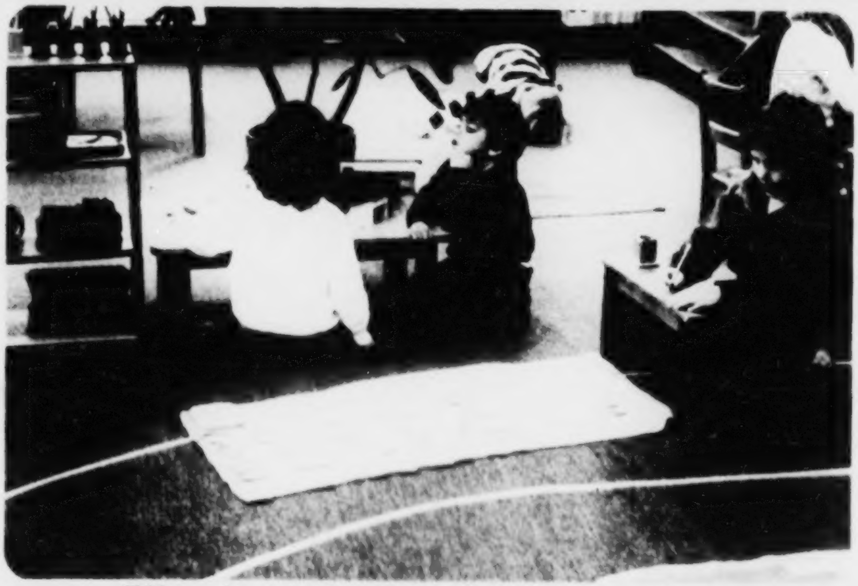

Children working at the Chiaravalle Montessori School (Evanston, Illinois)

Chiaravelle Montessori in Evanston, Illinois

The Chiaravalle Montessori School (Evanston, Illinois) was established in 1965 as a not-for-profit school governed by a Board of Directors elected from the parent body. This Society member Montessori school provides a wide range of full and half-day programs for its enrollment of over 300 children from 11 months to 11 years of age.

The school facilities are located in a building whose resources include a gymnasium, a computer lab, a 1,400 volume young children's library, and a kitchen and dining facilities. An adjacent public park and playing field are available for outdoor activity. The school is located near downtown Evanston and Lake Michigan.

Directed by **Louise Kunert**, the Chiaravalle school features a variety of enrollment programs which are incorporated into the total Montessori environment. Such programs as Gym, Creative Movement, Art, Music, French and Creative Dramatics are interwoven into the school operation "to reinforce and build on the basic curricula, to help children discover and develop special talents, to let them reach new levels of self-confidence." A special after-school care program is also provided for elementary aged children who stay from 3-6 pm on school days. Children from other area elementary schools are also invited to participate in this program as well.

Since the 1974-75 school year, the Chiaravalle school has enrolled children with special needs in regular classrooms. Such "mainstreaming" of special children tends to benefit all children to reduce prejudice and enhance understanding of individual differences. Children thereby have the opportunity to learn to be more helpful, caring and sensitive towards others.

For more information, contact: Louise Kunert, Chiaravalle Montessori School, 425 Dempster St., Evanston, IL 60201, Tel. (312) 864-2190.

New Education in Texas

On March 7-8, 1987, parents, teachers and school owners from the states of Texas and Louisiana met in Dallas, Texas to continue the work of "creating the new education" in that area of the United States. Conducted by **Lee Havis**, Society executive director, the Dallas conference focussed primarily on the resolution of "misbehavior" in children according to the approach of "control the environment, not the child." The issue of "fantasy" arose for particular consideration.

One of the participants of the Society's Dallas conference, **Norma Morris**, is planning a

Cont'd on Page 3, Col. 1

Society Supports Inclusive Accreditation

Since the Society's accreditation of its own Montessori teacher training does not include the many non-Society training programs which exist in the Montessori community, the creation of an inclusive "umbrella" accreditation agency for the *entire* Montessori community has been a long-term Society goal. Such an *inclusive* accreditation agency would provide a useful basis for regular communication and constructive collaboration to resolve differences and otherwise to enhance the integrity and ethical operation of *all* Montessori teacher training.

The proposed *inclusive* Montessori accrediting agency would seek "recognition" from the United States Office of Education according to criteria which clearly indicate that only one such agency will be "recognized" as such. Accordingly, it is vital that the single "recognized" agency includes effective participation from throughout the *entire* Montessori community.

On March 12, 1987, the Society formally expressed its opposition to a petition for official

Cont'd. on Page 4, Col. 2

Montessori Conferences

International Montessori Society Conference entitled *"Creating the New Education."* Lee Havis, speaker and discussion leader on Montessori teaching. Specific content based on interest of those attending; includes analysis of misbehavior scenarios according to approach of "control the environment, not the child." Prepaid registration, $150 per person ($120 for Society members).

May 16-17, 1987 . . . Detroit, Michigan

August 8-9, 1987 . . . Columbia, South Carolina

Send registration fee to IMS, 912 Thayer Ave., Silver Spring, MD 20910. Tel. (301) 589-1127.

June 13-14, 1987, in Rockwall, Texas, a conference sponsored by Country Day Montessori School, *"Creating the New Education,"* conducted by Lee Havis. Prepaid registration, $50 per person ($60 per person after May 15, 1987). Send registration fee to Norma Morris, Country Day Montessori School, 2305 Plaza Dr., Rockwall, Texas 75087. Tel. (214) 722-6680.

Language

by Lee Havis

> *"language . . . is the central point of difference between the human species and all others. Language lies at the root of that transformation of the environment we call civilization."*
>
> **Maria Montessori**
> *from* **Absorbent Mind,** *p. 108*

The power of language to creatively "transform" the environment is ordinarily overlooked amid its pervasive presence and thoughtless usage in everyday experience. Emerging reactively to reflect a constant stream of random thoughts and feelings, language generally tends to unconsciously limit reality according to conditions and circumstances of the past. While language may be employed to creatively engender a new reality of being in the present moment, its more common appearance is as that of a restrictive barrier to isolate and separate persons from harmonious social interaction.

Language Barrier

> *". . . language is a kind of wall that encloses a given human company and separates it from all others."*
>
> **Maria Montessori**
> *from* **Absorbent Mind,** *p. 109*

By limiting the definition and interpretation of words, language typically represents more a barrier than a help to effective communication. Intimately interwoven into the fabric of one's defensive being as "personality," the essential structure of such language is unconsciously absorbed within oneself for life during the formative period from birth to about the age of six.

Absorbing Language

> *"It is the child who 'absorbs' language. The reality of this absorption is something deep and puzzling."*
>
> **Maria Montessori**
> *from* **Absorbent Mind,** *p. 110*

From birth, the child's "absorbent mind" mysteriously incorporates within itself environmental experience so that a fundamental inner order is gradually formed. Such order distinguishes random noise from that of human language according to the speech of adults immediately present in the child's environment. Through this process of absorbing language, meaningful speech emerges in the normal child by about the age of two.

Speech

> *"It is during this period (0-3) that speech naturally develops, making its first appearance when a child is about two years old."*
>
> **Maria Montessori**
> *from* **Absorbent Mind,** *p. 110*

After acquiring the ability to speak, the process of absorbing language proceeds further to its more symbolic form—i.e., reading and writing. Being in a particularly "sensitive period" for absorbing language, the young child prior to the age of about six is uniquely able to easily develop a genuine proficiency in reading and writing. After six, the learning of basic reading and writing emerges only with considerable effort—often as the child's "first torment" when it enters the traditional first grade classroom.

The First Torment

> *". . . reading and writing is the first obstacle in school, the first torment experienced by a man who must subject his own nature to the demands of civilization."*
>
> **Maria Montessori**
> *from* **Discovery of the Child,** *p. 185*

Lacking an "absorbent mind" and "sensitive period" for language acquisition, the child over six learns to read and write only with difficulty—perhaps involving the added indignity of diminished self-image and lack of confidence due to "learning difficulties." In traditional education, the teacher's own verbal expression, interpretation and explanation may well further deter the child's own individual path of natural language development.

Traditional Teaching

> *"However much you speak and speak and speak, you accomplish nothing, because the child cannot take directly but only indirectly. This is the teaching of the child."*
>
> **Maria Montessori**
> *from* **Reconstruction in Ed.,** *p. 10*

Based on the external demands of a group-oriented curriculum, the traditional teaching of reading and writing tends to work against the child's natural process of independent learning. By contrast, Montessori teaching follows the path of learning given by the child's own spontaneous needs and interests. In a Montessori environment, the normal child would master basic reading and writing during its sensitive period for language prior to the age of about six.

Writing

> *"almost all of the normal children treated with our method begin to write at four years, and at five know how to read and write."*
>
> **Maria Montessori**
> *from* **Montessori Method,** *p. 303*

The Montessori teacher helps the child to indirectly prepare for writing by providing a variety of opportunities for goal-directed activity which exercise the child's hand. This indirect preparation finally emerges as spontaneous writing at about four years of age. Thereafter, the child's further interest in language development leads naturally to the phenomenon of reading.

Reading

> *". . . the teaching of reading is begun simultaneously with that of writing . . . a little child will write before he reads, whereas a child who is already too far developed (five or six years of age) will read first."*
>
> **Maria Montessori**
> *from* **Discovery of the Child,** *p. 215*

The child's begins to read with the simple discovery that "letters make sounds" and "sounds placed together make words." This important key to reading enables the child thereafter to attain rapid progress with substantial independence. The child is assisted in this self-directed process of learning to read by having the rules of written language which are represented generally according to the "phonetic method."

Phonetic Method

> *". . . letters of the alphabet . . . are pronounced according to their sound and not their name. A sound is immediately united with a word, and the syllables are pronounced according to the well-known phonetic method."*
>
> **Maria Montessori**
> *from* **Discovery of the Child,** *p. 211*

Cont'd on Page 3, Col. 2

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Imagination

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LETTERS TO IMS

March, 1987

Dear Lee,

Just a note to say how much I enjoyed the "Managing Misbehavior" seminar, March 7th and 8th . . .

Understanding the true essence of the Montessori Method of Education has enabled me to put meaning to the materials—a "rightness" that I knew must exist, but until now, had no means by which to attain it. I will be ever grateful that you have chosen to spread this knowledge.

Sincerely,

Norma Morris
Rockwall, Texas

***Ed. Note:** Norma Morris, director of the Country Day Montessori School (Rockwall, Texas) refers to her experience of attending the Society's conference "Creating the New Education" held in Dallas, Texas on March 7-8, 1987. Her school is sponsoring another similar conference in Rockwall, Texas on June 13-14, 1987.*

March, 1987

Mr. Havis,

Every day I am able to put to use some of the things I have learned in your course. I am very grateful for all the help you have provided for me these last two years.

Just yesterday there was a small boy aged 2½ years who was causing quite a lot of noise by pushing a chair across the tiled floor. I have noticed if he is angry he likes to kick a chair or knock chairs over. My first reaction was to take the chair away from him and put it under the table.

However, I remembered what you taught me and I said the three principles to myself. I invited the child to put the chair away and he continued to push the chair and make noise. I held the chair securely down, the child struggled to move the chair and when he looked at me I asked him if he would like to put the chair back under the table. He smiled and said yes. And he did put the chair back.

Every week the teachers and I are able to work quietly with the children putting to use the knowledge you have given me in your course. We all thank you.

Sincerely,

Carolyn Smith
Baytown, Texas

***Ed. Note:** Carolyn Smith is a student in the Society's Montessori teacher training program. She relates here an incident with a child resulting from her experience in the program.*

New Education

Cont'd from Page 1, Col. 2

further opportunity to continue progress of the "new education" realized recently at the Dallas conference. Scheduled for June 13-14, 1987, this next Texas conference will be held in Rockwall, Texas under the direction of Lee Havis—offering a similar format of expanding awareness of Montessori principles and resolution of practical teaching problems as given in Dallas on March 7-8, 1987.

The Rockwall conference will be sponsored by the Country Day Montessori School and is open to the general public at a very low registration fee of $50 per person ($60 per person, after May 15, 1987). The low registration fee intends to extend the opportunity for participation to as many persons as possible.

On the evening of Friday, June 12, 1987, a special meeting of those who attended the Dallas conference will be held at the school to share personal and practical experiences emerging from that prior conference. To register for the June 13-14, 1987 conference in Rockwall, Texas, send fee of $50 per person ($60 per person after May 15, 1987) to: Norma Morris, Country Day Montessori School, 2305 Plaza Dr., Rockwall, Texas 75087, Tel. (214) 722-6680.

Language

Cont'd from Page 2, Col. 3

With letter-sound awareness, the child gradually perfects its basic ability to read. Simple phonetic readers and other such phonetic devices help children to proceed with even greater ease and independence in the learning process—with very little, if any, direct personal guidance or assistance from the teacher.

Teaching Reading

> *"Once . . . children grasp the principle that each sound of the spoken language can be represented by a symbol, they advance on their own."*
>
> **Maria Montessori**
> *from* **Discovery of the Child,** *p. 218*

In comparison with the ordinary teaching of reading, Montessori education diminishes considerably the direct instructional role of the adult teacher. Children in a Montessori environment essentially teach themselves to read—guided by their own individual interests and exploration of the environment with the other children. The Montessori teacher generally employs very little direct verbal instruction, practicing more a presence of silent observation.

Silence

> *". . . a new type of mistress has been evolved; instead of facility in speech, she has to acquire the power of silence. . .".*
>
> **Maria Montessori**
> *from* **Spontaneous Act. in Ed.,** *p. 128*

Montessori teaching most commonly reflects that of being a silent, passive "observation" of children—rather than the more commonly "active" adult role associated with traditional instruction. Distinct from being as one's "personality," the true Montessori teacher is more completely identified as being a commitment to three fundamental principles of nature: (1) "Observation"; (2) "Individual Liberty"; and (3) "Preparation of the Environment." Such committed being is generally absent the customary verbal "explanations" offered in the lesson presentation of the typical teacher.

Lesson Presentation

> *"'Let thy words be counted.' The more carefully we cut away useless words, the more perfect will become the lesson."*
>
> **Maria Montessori**
> *from* **Montessori Method,** *p. 108*

Brief and simple, the Montessori "lesson" is characterized as *any* adult-child interaction; perhaps nothing more substantial than a momentary eye contact from across the room. Words such as "watch" replace lengthy verbal explanations to direct the child's momentary attention to some brief hand motion or movement associated with a particular piece of equipment. Even words which seem "important" to explain some work may well prove unnecessary and distracting from the child's primary focus of attention on the material itself. Vocabulary related to material is ordinarily introduced only *after* the child has become familiar with the material through extensive sensorial experience.

Vocabulary

> *"a teacher . . . intervenes to enlighten a child who has already succeeded in distinguishing differences through his own spontaneous efforts. It is then that she can . . . provide him with words to describe the differences he has perceived."*
>
> **Maria Montessori**
> *from* **Discovery of the Child,** *p. 152*

The "vocabulary" to define and distinguish the child's environment is offered by the Montessori teacher only with the greatest delicacy and precision. No terms are offered during a lesson that would distract the child away from its own immediate sensorial experience. Phrases such as "I have *something* to show you" and "would you like to do the *next one?*" effectively avoid the undue imposition of distracting descriptive vocabulary. Recognizing one's reactive tendency towards distracting verbal expression, the effective Montessori teacher measures very carefully the purpose and value of each word given. The power of words is particularly evident as a first impression and adaptive influence on the child during the formative period from birth to about the age of six.

Power of Words

> *"'the word' . . . is something that unites men even more closely than nationality. Words are bonds between men."*
>
> **Maria Montessori**
> *from* **Absorbent Mind,** *p. 109*

The great power and effect of words on children is a matter of constant attention to the effective Montessori teacher. As words may thoughtlessly implicate a child as somehow "limited" or "bad," they may also vitalize and confirm the expansive reality of infinite love and truth. By merely saying the three phrases "Observation," "Individual Liberty" and "Preparation of the Environment," one begins to engender being as "commitment to Montessori principles." Such creative use of language ultimately reveals its power to transform reality through the emergence of the child's true nature in complete harmony, peace and love with it entire environment.

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Language

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Positions & Placements

Montessori Teacher: (3-6). For Fall, 1987. Half day or extended day. School is well-established, over 20 years old. New building, waiting list. Send letter of application, resume and references to Staff Search Committee, Montessori School of Champaign-Urbana: 1403 Regency Dr., Savoy, IL 61874.

Montessori Teacher: (3-6). Experienced. Positions as supervisor and co-teacher available now. $1,500—$2,000 per mo (Canadian currency) with full benefit package. Salaries negotiable. Telephone or send resume to: Penny Shick, 2091 W. 8th Ave., Vancouver, British Columbia, V6J 1W4. Tel. 604-731-6917 (days at the centre) or 604-435-9579 (evenings).

Montessori Teacher: (6-9). Training background at 3-6 level with plans for 6-9 training. For expanding elementary program. Contact: Sr. Deanna Randall, Montessori Child Development Center, 400 So. Logan St., Denver, CO 80209, Tel. (303) 722-7708.

Montessori Teachers: (3-6). Full or part time positions for September, 1987. Schools are located in South Florida area near beaches, shopping, colleges and museums. Send resume to: Summit Private School, 1725 Davie Blvd., Ft. Lauderdale, FL 33312. Call Judy Dempsey, (305) 523-9489.

Montessori Teacher: (6-9). For 87-88 year. School is well established, located in southeastern suburb of Michigan. Send resume and list of references: Personnel, Oak Montessori Center, 30303 Shoreham Dr., Southfield, MI 48076.

Montessori Teacher: (6-9). For private school (pre-k to 6th grade) in Northern California, 45 miles north of San Francisco, experienced; credential preferred. Resume to: Vintage Country Day School, P.O. Box 1514, Sonoma, CA 95476, Tel. 707-996-6560.

Mere Speculations

"When man loses himself in mere speculations, his environment will remain unchanged, but when imagination starts from contact with reality, thought begins to construct works by means of which the external world becomes transformed."

Maria Montessori
from **Spontaneous Act. in Ed.**, *p. 241*

Accreditation

Cont'd from Page 1, Col. 3

government "recognition" submitted by the agency entitled the *Accreditation Council for Childhood Education Specialist Schools (ACCESS)*. The Society's opposition to ACCESS recognition is based on the exclusionary nature of its Montessori accreditation criteria which specifically limits academic content, style, approach and faculty personnel to that which is distinctively favorable to the training programs associated with the *American Montessori Society (AMS)*. Montessori teacher training of the *International Montessori Society* and other non-AMS Montessori training would be clearly precluded from effective participation.

The issue of "recognized" accreditation is important because government regulatory boards and agencies at both the state and federal levels tend to rely considerably on such "recognized" status to limit, restrict and otherwise control the hiring and employment of teaching staff at many private schools and day care centers. Non-ACCESS Montessori teacher training programs would face an unfair discrimination in their effective operation by restricting the ability of their students to receive federal financial assistance and by limiting their program graduates from their chosen career as Montessori teachers.

ACCESS recognition would therefore essentially serve to institutionalize one single limited brand of "Montessori" to the detriment of a healthy competition, diversity of expression and freedom of choice among the full spectrum of Montessori teacher training programs available.

The Society is scheduled to present written and oral testimony on behalf of its position in opposition to the ACCESS petition at the official public hearing to be held in Silver Spring, Maryland on May 18-19, 1987. Contact the Society for further details, or otherwise direct comments on the ACCESS petition to: Dr. Leslie Ross, Agency Evaluation Staff, U.S. Department of Education, 7th and D St. S.W., Washington, D.C. 20202.

Reflections

by Bonnie Sanders
(Beaufort, South Carolina)

Bonnie Sanders is a student in the Society's Montessori teacher training program.

Justice among Friends

David and his 6-year-old friend, Chris, had spent the afternoon digging for fiddler crabs, which they usually keep a day or so before returning to the marsh. After they had peacefully divided the crabs between themselves, it was time for Chris to go home. Suddenly, David stated that he wanted **all** the fiddler crabs. Chris was understandably upset, so I told him that he could, of course, take his share home with him. But, now David was upset. All my chatter about fairness meant absolutely nothing to him. In fact, he acted as though I has been the unfair one.

David announced that **he** was going to call Chris' mother and tell her to make Chris bring the crabs back. As he was dialing, I thought that I should stop him. (What would Chris' mother think of me, if I allowed David to do such a thing?)

But I didn't stop him. In a few minutes, Chris came back with the fiddler crabs and with tears in his eyes. I thought how unfair this was to Chris; but at that moment in time, I decided to let each child feel the consequences of their "little drama"—whatever those consequences would turn out to be.

I said and did nothing.

David now possessed **all** the fiddler crabs. When Chris was almost out of the door, David called to him. Chris came back into the room, and, to my utter surprise, David joyfully said, "Here, **you** can have them all."

There was happiness and peace in David's face. A special calmness seemed to emanate from him for the rest of the night. I am not sure it has left him yet. I was so touched, so moved by this wonder. I wanted to thank David and Chris for giving me my most valuable lesson yet in Montessori teaching.

September, 1987
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The Montessori
OBSERVER
Imagination

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Montessori Conferences Extend "New Education"

Since February, 1986, the Society's conference entitled *''Creating the New Education''* has significantly extended the *''new education''* widely throughout the United States: New York, New York (February, 1986); Corpus Christi, Texas (August, 1986); Roswell, Georgia (October, 1986); New York, New York (November, 1986); Dallas, Texas (March, 1987); Reading, Pennsylvania (March, 1987); Los Angeles, California (April, 1987); Detroit, Michigan (May, 1987); Rockwall, Texas (June, 1987); Columbia, South Carolina (August, 1987).

Conducted by **Lee Havis**, Society executive director, these expansive Montessori conferences have enabled participants to engage and resolve many practical teaching problems with children; e.g., managing misbehavior, dependency, fantasy and patience. The conference communication centers on one's being as ''commitment to Montessori principles'' to consider such issues as ''managing misbehavior'' according to the approach of *''control the environment, not the children''*.

Montessori teachers and school administrators from Michigan, Indiana, Ohio and North Dakota participating in the Detroit, Michigan conference in May, 1987. Attendance at the Rockwall, Texas conference (June, 1987) was from throughout the states of Texas, Arkansas and Mississippi. Sponsored by the Country Day Montessori School (Rockwall, Texas), the June, 1987 Texas conference provided an important impetus for continuing similar Texas conferences on a regular basis in the future.

Cont'd. on Page 4, Col. 1

Montessori Conferences

September 26-27, 1987, in Odessa, Texas, a conference sponsored by Westover Academy of Montessori. *''Creating the New Education''* conducted by Lee Havis. Prepaid registration, $70 per person ($85, after September 13, 1987). Send registration fee to: Ann E. Grimes, Westover Academy of Montessori, 2119 N. Grandview, Odessa, Texas 79761, Tel. (915) 366-5992.

October 24-25, 1987, in Rhinelander, Wisconsin. International Montessori Society conference *''Creating the New Education''*. Lee Havis, speaker and discussion leader on Montessori teaching. Specific content based on interest of those attending, includes analysis of misbehavior scenarios according to approach of ''control the environment, not the child''. Prepaid registration to Society: $150 per person ($120 for Society members).

Meeting to discuss formation of new ''umbrella'' Montessori accrediting agency, May 18, 1987 (Silver Spring, Maryland). Clockwise from left: Helen Wheatley (St. Nicholas Montessori College), Dr. Jerry Duvall (member, IMS accreditation committee), Lee Havis (IMS executive director), Mark Evans (London Montessori Centre), Jay Midgley (Montessori World Education Institute), Victoria Midgley (Montessori World Education Institute), Jane Dutcher (St. Nicholas Montessori College), Shirley Plath (Montessori Institute of America).

Umbrella Agency for Montessori Teacher Training

On May 18, 1987, representatives of many diverse Montessori organizations met in Silver Spring, Maryland to formally set in motion the establishment of a new umbrella accrediting agency for Montessori teacher training programs. Following several months of preliminary planning and consideration throughout the Montessori community, this meeting included representation from many of the major Montessori organizations in the United States. Participating also were representatives of two organizations from Great Britain: the St. Nicholas Montessori College and the London Montessori Centre.

Two broad goals emerged from the May 18, 1987 meeting for initial consideration: (1) to develop uniform inclusive teacher training curriculum standards and; (2) to create an appropriate organizational structure for the new agency. Two respective committees were formed accordingly: (1) Curriculum Standards Committee (chairperson: **Jane Dutcher**, P.O. Box 143, Cordova, Tennessee 38018) and Structural Organization Committee (chairperson: **Lee Havis**, 912 Thayer Ave., Silver Spring, Maryland). Open to all interested persons, the committee work is beginning with an overall analysis of data and curriculum from participating entities.

Efforts to collaborate in the accreditation of Montessori teacher training since 1978 have revolved essentially around the issue of ''recognition'' of a specific accrediting agency by the U.S. Department of Education. Such recognition is based on criteria which make it unlikely that more than one accrediting agency will be recognized in a single field, such as Montessori education.

In March, 1986, the Accreditation Council for Childhood Education Specialist Schools (ACCESS) submitted its petition for recognition as an accrediting agency by the U.S. Department of Education for accreditation of teacher training offered by any and all organizations. Established by the American Montessori Society (AMS), ACCESS has accredited 46 AMS teacher training programs with five pending. No non-AMS institution has applied to ACCESS for accreditation.

The Montessori community outside of the AMS organization was generally informed of the ACCESS petition in February, 1987. A public hearing on the ACCESS petition was held on May 18, 1987 in Silver Spring, Maryland before a sub-committee of the National Advisory Council on Accreditation and Institutional Eligibility, U.S. Department of Education.

At the hearing, an opening statement was presented by Joy Turner, ACCESS president, asserting compliance with the criteria to merit recognition of the ACCESS agency. Third party opposition to such recognition of ACCESS was expressed *in oral testimony by*

Cont'd. on Page 4, Col. 1

Imagination

by Lee Havis

> *". . . an intending Montessori teacher . . . must keep her imagination alive . . . the Montessori teacher is constantly looking for a child who is not yet there . . . In her imagination she sees that single normalized type."*
>
> **Maria Montessori**
> *from* **Absorbent Mind,** *p.276*

Effective Montessori teaching employs the power of ''*imagination*'' to envision the ''normalized'' child beyond the customary bounds of one's immediate perception of the child as it is ordinarily known; i.e., generally idle, weak, insignificant, dependent, lazy, whimsical, disorderly, disobedient, etc. Beginning with conscious awareness of this ordinary ''unnormalized'' child, the Montessori teacher creatively imagines the emergence of an entirely new ''normalized'' child; i.e., loving order, self-disciplined, independent and otherwise being in complete harmony with its environment.

The Normalized Child

> *''The child is a great worker . . . who can learn by himself, teach himself and who possesses discipline within himself . . . No attention is paid to this* **reality** *. . . It is simply impossible; it cannot exist . . .''*
>
> **Maria Montessori**
> *from* **The Formation of Man,** *p.66*

The reality of the ''normalized'' child—considered as generally ''*impossible*'' in conventional thinking—emerges from one's creative imagination of the unique Montessori ''normalizing'' environment around the child; i.e., being as a complete commitment to three fundamental and absolute principles of nature; i.e., (1) ''Observation''; (2) ''Individual Liberty'' and (3) ''Preparation of the Environment''. Imagining these three fundamental ''Montessori'' principles as an inner ''control of error'', the Montessori teacher engages in a process of creative thought to ultimately engender the emergence of the new ''normalized'' child.

Creative Thought

> *'' . . . when imagination starts from contact with reality, thought begins to construct works by means of which the external world becomes transformed; almost as if the thought of man had assumed a marvelous power: the power to create.''*
>
> **Maria Montessori**
> *from* **Spontaneous Act. in Ed.,** *p.241*

Montessori teaching reflects a continual process of creative thought wherein the three phrases—(1) ''Observation''; (2) ''Individual Liberty''; and (3) ''Preparation of the Environment''—guide one's expansive being with children. As these thoughts expand in their implicated direction of being, the Montessori ''*normalizing*'' *environment is thereby* creatively realized.

Without a continual thinking about the three Montessori principles, random thoughts and feelings tend to otherwise spontaneously emerge as a condition of stabilized ''default'' being; i.e. ''personality''. Expressing itself in ordinary being with others, one's ''personality'' reflects an emotional drama of underlying repressed feelings of pain and suffering from one's own early childhood experience. Such ''personality'' stabilizes one's identity in relationship with others in the form and nature of a deeply hidden adult fantasy.

Adult Fantasy

> *''To be contented with the imaginary, and to live as if what we imagine actually exists, to run after illusion and 'not to recognize' reality, is a thing so common that scarcely is it apprehended . . .''*
>
> **Maria Montessori**
> *from* **Spontaneous Act. in Ed.,** *p.265*

Built upon shared prejudices and polite conventions, ordinary adult society camouflages an underlying drama of self-deceptive fantasy. Such adult fantasy serves to repress awareness of one's true feelings, providing an escape from the conscious awareness of pain and suffering which would otherwise tend to emerge in present moment reality. Unconsciously, this pattern of escape from reality continues its original similar function when it first arose as creative illusion during one's formative period of early childhood.

Creative Illusion

> *'' . . . a child creates an illusion . . . but this is not a proof of imagination, it is a proof of an unsatisfied desire; . . . it is a manifestation of conscious, sensitive poverty.''*
>
> **Maria Montessori**
> *from* **Spontaneous Act. in Ed.,** *p.257*

Creative illusion in the young child, i.e., ''fantasy'', ''make-believe'', ''play'', etc., provides a natural protection from otherwise intolerable pain and suffering associated with a hostile environment. The child is thus able to deflect the various forms of hostility thoughtlessly imposed by parents and teachers; e.g., embarrassment, insult, emotional attachment, repression, abandonment, humiliation, blame, punishment, impatience, etc. Ordinarily, such hostile impositions arise under the guise of ''teaching'', ''discipline'' and ''love''.

In a true ''normalizing'' environment, illusions and fantasy in children becomes unnecessary as the children pursue their own work of constructive self-creation. During the critical formative period prior to about six years of age, the child creates its own stabilized being as a ''*reality*'' *upon which is based its later* development of true creative ''imagination''.

Contact with Reality

> *'' . . . to develop the imagination it is necessary for every one first of all to put himself in contact with reality.''*
>
> **Maria Montessori**
> *from* **Spontaneous Act. in Ed.,** *p.254*

The young child's contact with reality is achieved primarily through an intimate sensorial exploration of its physical environment. Guided by its own inner creative instincts and interests, the child engages in a process of mental ordering through concentrated goal-directed activity (i.e., ''work'') with real objects. Such purposeful sensory experience prepares the child's mind for its later development and expression of true imagination.

Preparing the Imagination

> *'' . . . it is necessary to prepare children to perceive the things in their environment exactly, in order to secure for them the material required by the imagination.''*
>
> **Maria Montessori**
> *from* **Spontaneous Act. in Ed.,** *p.254*

The child under six years of age gradually prepares for its later exercise of imagination by creating within itself a mental order of stabilized being as reality. Thereafter, the child develops a special ''sensitivity'' to imagination

Cont'd. on Page 3, Col. 2

Look for the

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Lee Havis, Executive Director

The *Montessori Observer* is mailed six times each year to Society members throughout the world. The *Observer* is sent during the months of January, March, May, September, October and November. The purpose of this publication is to provide news and information about the development of Montessori education to extend awareness of Montessori principles and to promote harmony within the Montessori community.

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LETTERS TO IMS

July, 1987

Dear Lee,

I enjoyed the two-day conference (Detroit, May 16-17, 1987) very much. Meeting and talking to you has helped me understand your responses to my lessons. Our discussions and the conference has expanded my awareness of the practical application of the three Montessori principles. I left Detroit with a new, exciting feeling of commitment to use this information to create a more effective environment in our classroom. . . .

I feel more aware of how my 'personality' effects the children. I am trying to consistently remember that how I react, my 'being,' is very critical to the success in solving everyday problems that arise. I must remember to 'control the environment' not the child. . . .

Sincerely,

Kathy Tomkowski
Solon, Ohio

Ed. Note: *Kathy Tomkowski is a student in the Society's Montessori teacher training program and is reflecting on her experiences at the Society's Montessori conference entitled "Creating the New Education" which she attended in Detroit on May 16-17, 1987.*

June 9, 1987

Dear Lee,

. . . I wish to thank you personally as well as Educational Director for MIA for all your efforts involved with opposing the ACCESS movement and founding an inclusive Montessori umbrella organization. We do have a lot of work ahead of us . . . there are people to assist. I'm sure, its a matter of identifying them and knowing how they can assist . . . just ask us, many of us stand ready! . . .

Sincerely,

Sheryl M. Sweet
M.I.A. Educational Director
Lugoff, South Carolina

June 6, 1987

Dear Lee,

I really enjoyed the opportunity the ACCESS petition hearing provided for all of us to get together on such a positive note. I do hope we may continue to keep in contact and in doing so to keep the true spirit of Montessori alive. . . . Your hard work was much appreciated by all.

Kindest regards,

Helen Wheatley, Principal
St. Nicholas Montessori
London, England

Cont'd. on Page 4, Col. 2

Westover Conference in Odessa, Texas

On September 26-27, 1987, the Westover Academy of Montessori (Odessa, Texas) will sponsor the next Texas Montessori conference entitled "Creating the New Education". Conducted by **Lee Havis**, Society executive director, this conference will continue the creative work of such previous similar conferences which have been held elsewhere throughout the United States since February, 1986.

Located in Western Texas, the Westover Academy of Montessori was established in 1980 by **Ann E. Grimes**. Before becoming its owner and director, Ms. Grimes was active for several years as a public school teacher. The school provides a half-day Montessori session for an enrollment of about 80 children from birth to age six. Special features of this school include a movement/exercise program, music, dance and Spanish as a foreign language.

Ms. Grimes is offering the September conference in Odessa as a result of her experience of personal participation in the Rockwall, Texas Montessori conference (June, 1987). The Odessa conference will be held at the

Cont'd. on Page 4, Col. 3

Imagination

Cont'd. from Page 2, Col. 3

which represents a distinctive characteristic of normal mental functioning during the 6-12 year age range.

Sensitivity to Imagination

> *"Touching for the young child is what imagining is for the older one. On the former age level we would have worked on the sensorial plane as, for the latter, we work on the level of the imagination."*
>
> **Maria Montessori**
> *from* **From Childhood to Adolscence**, *p. 38*

A special "sensitivity" to imagination enables the older child to learn and develop itself interiorly through a process of expansive mental abstraction. Immediate sensory experience is therefore readily projected far beyond the bounds of present moment reality. Effective instruction with the older child necessarily appeals to the imagination to respond to the child's expansive interest in the larger universe.

Appeal to Imagination

> *"The instruction of children from seven to twelve years of age must appeal to the imagination. A configuration of reality must spring from the imagination . . . The imagination is then able to reconstruct the whole when it knows the real detail."*
>
> **Maria Montessori**
> *from* **From Childhood to Adolescence**, *p. 38*

Imagination enables the older child to "touch" that which is not immediately present so that an expansive exploration of the entire universe becomes possible. Beginning first with awareness of some specific detail of immediate interest, Montessori elementary teaching appeals to the child's imagination by connecting such detail to the larger cosmic reality of total interrelated functioning of the entire universe.

Cosmic Education

> *"The universe is an imposing reality, and an answer to all questions . . . all things are part of the universe, and are connected with each other to form one whole unity."*
>
> **Maria Montessori**
> *from* **To Educate the Human Potential**, *p. 8*

Montessori teaching with the 6-12 year old child is a "cosmic education" to connect all knowledge to the larger reality of a universal whole. From such a total cosmic reality, the child imagines details of related phenomena beyond its immediate sensory experience. A very great quality of knowledge is thereby acquired through the power of imagination.

Acquiring Knowledge

> *"The world is acquired psychologically by means of the imagination. Reality is studied in detail, then the whole is imagined. The detail is able to grow in the imagination, and so total knowledge is attained."*
>
> **Maria Montessori**
> *from* **From Childhood to Adolescence**, *p. 34*

Cont'd. on Page 4, Col. 3

Reflections . . .

Proper Manners

By Kathleen Kimball (Woodruff, Wisconsin)

Kathleen Kimball is a student in the Society's Montessori teacher training program. Her comments here reflect a scenario of events she observed in her Montessori environment for children aged 2-6.

Tad was walking to the water source with a ½ full bucket of water. Kali was walking without looking where she was going and bumped into him. Water splashed out. Kali stopped looking at the spill, sucked her thumb and did nothing.

(In the past, I would have intervened. Kali should clean it up. It was her fault. She was a new 2½ year old in the classroom. How will she ever learn proper manners if I don't make her correct this wrong?)

I did nothing. Tad got a brown floor cloth and calmly cleaned it up. Kali watched the entire process and then went to get another cloth and finish the job herself. Tad hung his cloth up to dry. So did Kali. Tad said to her, 'Next time watch where you are going. I don't like to spill the water'. Kali answered, 'OK' and off they went to choose another task. Kali learned more than 'proper manners' in that lesson.

No More "Time Outs"

By Kathy Tomkowski (Solon, Ohio)

Kathy Tomkowski is a student in the Society's Montessori teacher training program and is reflecting here on her experiences in eliminating "time out"—to isolate a misbehaving child from the group.

. . . we resolved to do away with *time out* because it wasn't working effectively. *Time out* was a solution for the moment to stop a misbehavior; and to avoid escalation of hostile behavior; but it didn't solve the problems that created the misbehaviors. After a while, we could see the detrimental effects of "time out" on the children. Some children thought: it was fun to be excused; some children were really humiliated; others could spend their day in and out of *time out*, because it had no apparent effect on them.

Instead, we are working on our reactions to the various classroom problems by establishing eye contact, remembering the three Montessori principles and determining what the detrimental influences in the environment are.

It was fascinating to see the children's reactions: some realized with just our eye contact that what they were doing was inappropriate, and then, they immediately went about their work; others, of course, needed to be questioned about their action. But, the key is for us not to reprimand and lecture the children. We are trying to use just clear, concise questions and directions.

IT WORKED! The environment became calmer. The children realized that there were no more "Time Outs" and they were very happy about that.

Umbrella Agency

Cont'd. from Page 1, Col. 3

representatives of London Montessori Centre, Montessori Institute of America (MIA), Montessori World Education Institute, National Center for Montessori Education (NCME), International Montessori Society (IMS) and St. Nicholas Montessori College. Such opposition generally centered on the exclusionary nature of ACCESS curriculum standards which favored the AMS form, specific content and manner of delivery of Montessori teacher training.

Upon conclusion of the hearing, the Council finally recommended denial of the ACCESS petition due to its failure to meet the applicable recognition criteria with respect to responsibility and reliability in the field of Montessori teacher training. The Council sub-committee chairperson suggested that all Montessori organizations operating teacher training programs cooperate in the formation of a new accrediting agency. Following the hearing, the various Montessori organizations met to initiate plans for the formation of the new umbrella agency.

Following the direction of the May 18, 1987 meeting, Lee Havis mailed out a formal invitation to join in the process of forming the new umbrella agency. On July 2, 1987, this invitation was sent to all known organizations and institutions involved in Montessori teacher training - requesting various data for analysis and confirmation of intention to support and participate in the formative process. Persons or organizations interested in receiving further information or details about the new umbrella accrediting agency may contact the Society.

Montessori Conferences

Cont'd. from Page 1, Col. 1

Future conferences will be scheduled according to need and interest in the particular area. For more details about future conferences or to help plan a "*Creating the New Education*" conference in one's own area, contact: International Montessori Society, 912 Thayer Ave., Silver Spring, Maryland 20910, Tel. (301) 589-1127.

Blindfolded child working with knobbed cylinders at the Westover Academy of Montessori (Odessa, Texas)

Letters to IMS

Cont'd. from Page 3, Col. 1

July 24, 1987

Dear Mr. Havis:

The Association Montessori Internationale - USA is interested in the planning of an accrediting agency dealing with Montessori teacher training. AMI-USA will be pleased to provide a representative for attendance and participation in this planning effort.

Sincerely yours,

Jon R. Osterkorn, Ph.D.
Executive Director, AMI-USA
San Francisco, California

July 7, 1987

Dear Lee:

I take this opportunity to restate the interest of the American Montessori Society in the accreditation of Montessori teacher training.

We should like to volunteer to work with you on your Organization Committee. If you believe we can be of service, please get in touch with me so that I may put aside time in my schedule.

Very truly yours,

Bretta Weiss,
National Director, AMS
New York, New York

***Ed. Note**: See article on page 1 of this issue entitled "Umbrella Agency for Montessori."*

Imagination

Cont'd. from Page 3, Col. 2

The older child employs imagination to acquire a vast field of diverse knowledge beyond its immediate sensory awareness. Connecting one detail of the universe with another, an orderly knowledge is gradually built up as an interrelated "*web*" within the child's mind. This great web of knowledge enables the child to store even more knowledge and abstractions useful in the process of its further exploration and discovery beyond the ordinary bounds of time and space. Ultimately, imagination extends knowledge itself to enable the creation of entirely new realities in the world.

Creating Reality

> *"Imaginative vision is quite different from mere perception of an object, for it has no limits. Not only can imagination travel through infinite space, but through infinite time. . . ."*
>
> **Maria Montessori**
> *from* **To Educate the Human Potential**, *p.14-15*

Through imagination, the power of creative thought extends reality beyond the limits of one's ordinary being in the present moment of time and space. Creating the "*new education*"—the larger work of Montessori teaching—expresses the power of one's creative imagination to engender the expansive reality of the new "normalized" child in the world.

Westover Conference

Cont'd. from Page 3, Col. 1

Odessa Hilton Hotel, located 20 minutes from the Midland Regional Airport. Transportation is provided to and from the airport by the Hilton Hotel. Accommodations at the hotel are arranged directly with the hotel.

To register for the Odessa, Texas conference, send $70 registration fee ($85, after September 13, 1987) to: Ann Grimes, Director, Westover Academy of Montessori, 2119 N. Grandview, Odessa, Texas 79761, Tel. (915) 366-5992. Make check payable to Westover Academy of Montessori.

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Imagination

October, 1987

Vol. VIII, No. 5

IMS

The Montessori Movement OBSERVER

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Banquet held in conjunction with the Society's Montessori conference in Columbia, South Carolina on August 8-9, 1987. Seated at front table (left to right) are: Susan Dold (Memphis, Tennessee); Kathleen Kimball (Woodruff, Wisconsin) and Terry Patton (Spartenburg, South Carolina).

Montessori Conferences

Creating the New Education

The conference entitled "Creating the New Education" is sponsored by the International Montessori Society to extend awareness and practical application of Montessori principles with children. Conducted by Lee Havis, Society executive director, the two-day week-end conference includes an analysis of managing misbehavior according to the approach of "control the environment, not the child."

The essential conference communication is that of commitment to Montessori principles. Specific subject matter emerges from the general discussion of personal issues, needs and interests as they are presented by those in attendance. The conference sessions are 9-5 daily with a light lunch and refreshments included in the registration fee.

Pre-paid registration for the full two-day conference is $150 per person ($120 for Society members). The payment due date is four (4) weeks before the scheduled date of the conference. A late fee of $50 applies for registrations submitted after the payment due date.

Send registration fee to: International Montessori Society, 912 Thayer Ave., Silver Spring, Maryland 20910 Tel. (301) 589-1127.

Schedule

October 24-25, 1987 .... Rhinelander, Wisconsin
November 21-22, 1987 .... Ft. Lauderdale, Florida
February 6-7, 1988 .... Atlanta, Georgia

November 14-15, 1987. in Ft. Worth, Texas, a conference sponsored by the Harwood Private School. "Creating the New Education" conducted by Lee Havis. Pre-paid registration. For information, contact: Warren Gale, Harwood Private School, 2816 Spring Valley, Bedford, Texas 76021, Tel. (817) 283-7651.

Output Results in Montessori Accreditation

Measuring output results of Montessori teacher training is an important initial consideration in the process of forming the new "inclusive" Montessori accrediting agency. The importance of such "output results"—as opposed to mere quantity of "input"—was particularly emphasized at the May 18, 1987 accreditation hearings of the U.S. Department of Education held in Silver Spring, Maryland on May 18, 1987.

If the new agency is to achieve recognized status with the U.S. Department of Education, the quality of "output" will need special attention within the structure, criteria and operating procedures of the new agency. In proposing new rules for the recognition of accrediting agencies, Secretary of Education Bennett stated that accreditation must evaluate "not only the quantity of the inputs, but the quality of the results". ***(Federal Register**, Vol. 52, No. 173, September 8, 1987)*

Responding to the obvious need to effectively measure quality of "output results" of Montessori teacher training programs, the committees established at the May 18, 1987 meeting of Montessori representatives have undertaken several special projects directed to this important issue. **Jane Dutcher**, chair of the "curriculum standards" committee, is presently compiling data to effectively measure the pertinent "results" of Montessori teacher training; i.e., the qualities of the "normalized" child; qualities of the "ideal Montessori teacher". The criteria will then be incorporated into a standard survey form which may be employed for program and graduate evaluation and measurement.

Lee Havis, chair of the "structural organization" committee, has initiated a special project to study how quality is controlled and verified in the issuance of teacher training program "certificates". Data is being complied as to documentation and details of authentication and compliance with specified standards. **Becce Eaves**, has assumed direct responsibility for the compilation and summary of this pertinent data from throughout the Montessori community.

In addition to the special projects to study "output results", the two indicated committees are also continuing their work to gather and summarize data as to "structure" and "curriculum standards" of all participating Montessori

Cont'd. on Page 3, Col. 3

Early Learning College in South Carolina

The College of Early Learning (Columbia, South Carolina) was founded by the New Banner Institute in 1972 as a rational alternative to traditional education for children ages 2-14. Directed by **Vega Atwell**, this Society member Montessori school helped with the organization and operation of the recent South Carolina Montessori conference sponsored by the Society in Columbia, South Carolina on August 8-9, 1987.

The school's operation includes the parents, staff and children together in a dynamic philosophical inquiry and discovery. The College has as its essential feature an "*Environment for Discovery*" which maximizes a student's opportunities for self-paced exploration and discovery while minimizing the effects of authoritarian influences in society. The New Banner Institute offers adult classes in philosophic inquiry and cognitive science which are the backbone of study and research for the College's Environment for Discovery.

Ms. Atwell states that the school's "Environment for Discovery" provides "a continuing search for understanding mind and

Cont'd. on Page 4, Col. 2

Ten year old student calculating the volume of a cone at the College of Early Learning (Columbia, South Carolina).

Movement

by Lee Havis

> *"To have a vision of the cosmic plan, in which every form of life depends on directed movements which have effects beyond their conscious aim, is to understand the child's work and be able to guide it better."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 147*

Centered on a cosmic plan of creation which integrates the relative functioning of all being, Montessori education views the normal movement of children as far more than mere "play" to use up excess energy. In the Montessori environment committed to the fundamental principles of (1) "Observation"; (2) "Individual Liberty"; and (3) "Preparation of the Environment", the child directs its own movement on behalf of a truly cosmic purpose to create an entirely new being in the world. The Montessori committed environment thereby engenders an expansive education in movement which incorporates itself within the child's larger purpose of creating a new human personality.

Education in Movement

> *". . . our method has been to make the training of the muscles enter into the very life of the children so that it is connected with their daily activities. Education in movement is thus fully incorporated into the education of the child's personality."*
>
> **Maria Montessori**
> *from* **Discovery of the Child**, *p. 79*

The education in movement of a Montessori environment is directed and guided not by the external demands of the classroom teacher, but rather according to a mysterious "teacher within" the child itself. By contrast, ordinary education tends to limit and control the child's movement according to adult-directed group instruction wherein the child is generally compelled to imitate the movement and behavior of others.

Imitation

> *"The commonest prejudice in ordinary education is that everything can be accomplished . . . by holding one's self up as a model to be imitated . . . The child is usually considered a receptive being instead of as an active being."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 254*

Imitation through "peer pressure" and "role models" is the general form of movement in ordinary education. Standardized curriculum, group lessons and teacher-imposed classroom "rules" tend to formalize such imitation in children to deepen the separation of physical activity from their own individual self-directed plan of development. Such separation tends to perpetuate itself in adult behavior which likewise reflects similar patterns of imitative conformity in one's external activity.

Adult Movement

> *". . . man confounds the means . . . with the end in many of his functions . . . nutrition is made a pretext for gluttony . . . he employs his creative activity of thought for its own sake."*
>
> **Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p. 243*

The ordinary tendency of adult movement is to function without connection to its underlying true purpose; i.e., unconscious "reactive" behavior centered on vague illusions and superficial external effects. With children, such deviated adult movement is commonly associated with what is known as "teaching" in traditional education.

Traditional Education

> *"It is not a good thing to cut life in two, using the limbs for games and the head for books. Life should be a single whole, especially in the early years, when the child is forming himself in accordance with the laws of this growth."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 164*

The rigid schedules and fixed curriculum requirements of traditional education tend to either force children into the total immobility of teacher-directed group lessons or virtual abandonment during the outdoor activity period known as "free play" or "recess". Without supportive adult guidance or observation, the ordinary outdoor activity period effectively abandons children at such times to their own vague mental wanderings.

Abandonment

> *"Children, indeed, when left to themselves to take exercise, show impatience, and are prone to quarrel and cry; . . . The activity of children thus left to themselves has rarely a good result."*
>
> **Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p. 149*

Separated from any significant intellectual purpose, outdoor activity is generally dominated by escape into the realm of fanciful "play". By contrast, Montessori education supports goal-directed movement as much in the "outdoor" environment as it does in the customary indoor classroom situation. The child's physical movement is thereby always free to serve the intellect on behalf of its total unitary functioning.

Serving the Intellect

> *". . . man ought to have some object in view when he moves. The muscles should always serve the intellect and thus preserve their functional unity with the human personality."*
>
> **Maria Montessori**
> *from* **Discovery of the Child**, *p. 81*

Normal physical movement is consistently guided by an inner mental functioning on behalf of such fundamental purposes as acquiring independence, exploring the environment and establishing a basic order for effective social being with others. In outer form, such intelligent movement is recognized as a process of goal-directed activity.

Goal-Directed Activity

> *"Motor activity, therefore must have a goal and must be connected with mental activity. . . All the exercises that promote the coordination of movement are undertaken for a definite preconceived goal."*
>
> **Maria Montessori**
> *from* **Discovery of the Child**, *p. 306*

Guided by interest, the normal child explores a variety of well-ordered physical objects and exercises which are prepared for this purpose in the Montessori environment. Through its goal-directed engagement with the most ordinary of practical activities for daily living, the child acquires an inner order and harmony which ultimately expresses itself outward in such qualities as intelligence, independence, poise, balance and self-confidence with others.

Cont'd. on Page 3, Col. 2

Look for the

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Completion

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Lee Havis, Executive Director

The *Montessori Observer* is mailed six times each year to Society members throughout the world. The *Observer* is sent during the months of January, March, May, September, October and November. The purpose of this publication is to provide news and information about the development of Montessori education to extend awareness of Montessori principles and to promote harmony within the Montessori community.

INTERNATIONAL MONTESSORI SOCIETY
The International Montessori Society is sponsored by Educational Services, Inc., a non-profit corporation organized in Maryland, U.S.A. The Society's purpose is to support the effective application of Montessori principles throughout the world.

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LETTERS TO IMS

August 11, 1987

Dear Mr. Havis,

I just had to let you know how much I enjoyed the South Carolina conference . . . I felt a special closeness in talking to those who took the Independent Study Course . . . They, as I, have become more confident and know what we must do when we find ourselves in circumstances of doubt and confusion, we state the Montessori principles and apply them and this leads us in the right path.

The conference also gave me an opportunity to encourage those starting out in the course, to not be afraid to take acloser look at themselves and to continue forward, and that little by little they would see a change in themselves and the children if they have the courage to repeat the three Montessori principles when they are in confusion or doubt.

Sincerely,

Sylvia Starkie
Ft. Lauderdale, Florida

***Ed. Note**: Sylvia Starkie is a recent graduate of the Society's Montessori teacher training program known as the "Independent Study Course." Her comments also reference the South Carolina Montessori conference which she attended on August 8-9, 1987.*

August 25, 1987

Dear Lee,

My friends and associates at New Banner Institute and the College of Early Learning received your recent Columbia conference most enthusiastically. Meeting with you and other Montessori teachers to discuss Montessori principles was a great renewal. The role and influence of the teacher in the classroom has received far less attention than it deserves and I am glad to know that IMS is making a concerted attempt to understand the dynamics of interaction within the Montessori environment.

Sincerely,

Vega Atwell
Columbia, South Carolina

***Ed. Note**: Vega Atwell, director of the College of Early Learning, refers to her experience in the Society's South Carolina Montessori conference held in Columbia, South Carolina on August 8-9, 1987.*

Cont'd. on Page 4, Col. 1

. . . In the Field

By Alethea Shiplett

Terry Patton (IMS student) is awaiting "final approval" for space in a church to establish her new Montessori school north of Spartenburg, South Carolina. She has tentative approval for rent-free space from the church until her school is functioning and stabilized. The school will serve children in the 2-5 age range and is scheduled to open its doors in January, 1988. . . Elizabeth Crow (IMS, '87) is setting up a school above a doctor's office in Spartenburg, South Carolina. Her rent is donated, so that she uses the space at no cost. . . Cathy Haik (IMS student) has been hired at a Montessori school in Vicksburg, Mississippi where she will be in charge of her own classroom. Cathy holds the record of attending the most IMS conferences. She has been a vital presence in four conferences: Corpus Christi, Texas (August, 1986); Roswell, Georgia (October, 1986); Rockwall, Texas (June, 1987); and Odessa, Texas (September 26-27, 1987).

Movement

Cont'd. from Page 2, Col. 3

Practical Activities

> *". . . practical activities are simply an external incentive to the educational process, they provide a motive and urge the child on to organize his movements."*
> **Maria Montessori**
> *from* **Discovery of the Child,** *p. 85*

Simple practical activities provide an essential means by which intelligent movement may effectively proceed in the young child's development. Outdoor activity equipment, such as climbing devices, offer many tangible "goals" towards which the child may physically exert itself in the process of their attainment. It is more the process of effort itself, rather than reaching the external "goal," which reflects the child's real purpose in such activity.

Purpose of Child's Work

> *"When a child works, he does not do so to attain some further goal. His objective in working is the work itself . . . independent of external factors. . ."*
> **Maria Montessori**
> *from* **Secret of Childhood,** *p. 196*

While normal adult functioning is generally directed to attaining some external goal by a process of "minimum effort", the child's purpose in movement is more directed to the process itself. The child may work with a "maximum effort" to accomplish no apparent "purpose" from the adult's ordinary point of view. Often, the young child may even repeat the same simple task over and over again.

Repetition

> *". . . the child, when captivated by a piece of work, repeats the same series of movements time after time."*
> **Maria Montessori**
> *from* **Absorbent Mind,** *p. 180*

Through a process of repetition, the young child perfects an inner order which establishes a stabilized basis for a life-time of orderly mental and physical functioning. Accompanied by profound concentration, such "repetition" may signal the psychological phenomenon known as "normalization" wherein the child's being comes into complete harmony with its entire environment. "Normalization" is thereby realized through the child's spontaneous activity known as "work".

Normalization through Work

> *In the surroundings that we provide . . . excited fantasies and restless movements disappear and they calmly face reality and begin to perfect themselves through their work."*
> **Maria Montessori**
> *from* **Secret of Childhood,** *p. 156*

The central event of "normalization" in a child's life sets in motion a continuous form of physical activity directed to its own self-perfecting development. In the Montessori environment, the "normalized" child is guided from within itself to engage in a constant perfection of its being through the independent use of well-ordered materials and exercises.

Process of Perfection

> *"In our schools we look upon the medium of 'good' as that which an individual spontaneously attains in his work. . ."*
> **Maria Montessori**
> *from* **Discovery of the Child,** *p. 307*

Perfection in the child's work is measured not by comparison with some fixed standard of external behavior or "ideal", but rather more according to the nature of progress and process itself. Likewise, perfection as a Montessori teacher lies not in one's superficial conformity to certain external behavioral patterns, but rather according to the process of expansive being as a complete "commitment to Montessori principles".

Good Montessori Teaching

> *" 'the good' are those who 'move towards the good' . . ."*
> **Maria Montessori**
> *from* **Discovery of the Child,** *p. 307*

Good Montessori teaching is a continual process of realizing and correcting errors in the course of one's moment to moment being with children. Such a process of expansive being employs the three Montessori principles as an essential inner "control of error" to guide one's effective-functioning in each new moment of time. Calm and patient, the effective Montessori teacher gradually diminishes her tangible presence as "personality" as the children become themselves more independent in their goal-directed activity in the environment. In outer form, the teacher's relative "inactivity" as to physical movement measures the extent of one's successful Montessori teaching with children.

Teacher Activity

> *". . . the teacher . . . removes the obstacle that is created by his own activity."*
> **Maria Montessori**
> *from* **Secret of Childhood,** *p. 111*

"Observing" rather than "teaching", the Montessori teacher directs her attention more towards the work of "being" rather than "doing". Such work is essentially a matter of conscious thinking about the three Montessori

Cont'd. on Page 4, Col. 3

Output Results

Cont'd. from Page 1, Col. 3

organizations. A specific written statement of support and participation is being sought from all interested persons to assure essential agreement in principle as to the new agency's "inclusive" nature and purpose. Mr. Havis emphasizes the importance of open participation for all interested persons in the process of forming the new agency. He stated that "assuring complete communication and 'inclusivity' in actual practice is very important—particularly during this critical initial period of the agency's essential formation."

For further information about the new inclusive accrediting agency for Montessori teacher training programs, contact: Lee Havis, 912 Thayer Ave., Silver Spring, Maryland 20910 Tel. (301) 589-1127.

October, 1987
Vol. VIII, No. 5

Movement

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Letters to IMS

Cont'd. from Page 3, Col. 1

September, 1987

Dear Lee,

I read your "Imagination" newsletter today. (*Montessori Observer*, September, 1987 issue) I love the stories the students tell. It's so interesting to see how things are unfolding for people . . . I should submit my own stories of the Lab school to you.

God's Love,

Alethea Shiplett
College Park, Maryland

Ed. Note. *Alethea Shiplett is a student in the Society's Montessori teacher training program and refers to her recent experiences as teacher and administrator of a "Lab School" in Washington, D.C.*

August 1, 1987

Dear Mr. Havis,

Taking this Study Course has enlightened me so much. I've gained a lot of confidence in myself. I've learned patience with children at school as well as with my own. I seem to be handling problems much better. Thank you for your cooperation.

Sincerely,

Florence Swaminanthan
Houston, Texas

Ed. Note: *Florence refers to her experience in the Society's "Independent Study Course" to prepare for Montessori teaching.*

July 24, 1987

Dear Lee,

. . . I thought I would take this opportunity to let you know how much I appreciate all I have learned from you and your independent study course. I did not truly realize how much I have learned until I attended a Montessori workshop in Houston. . . . Thanks to your course I was able to accept some of the things in the workshop and disagree with some of what they taught keeping the high standards you have taught me.

Sincerely,

Carolyn Smith
Baytown, Texas

Ed. Note: *Carolyn Smith is presently completing the Society's Montessori teacher training program entitled "Independent Study Course."*

Lee Havis conducting Montessori conference in Rockwall, Texas (June 13-14, 1987).

Early Learning

Cont'd. from Page 1, Col. 2

science and the proper conditions for man's intellectual/psychological growth and development, in theory and practice. The relationships which develop among parents and directors within the New Banner Institute help support the child within a richer, more consistent learning environment at home and at school."

The College's commitment to thoughtful inquiry and discovery was most recently demonstrated by its considerable contribution to the Society's South Carolina Montessori conference. Held in Columbia, South Carolina on August 8-9, 1987, the conference was attended by parents, teachers and school owners from the states of South Carolina, Georgia, Florida, New York, Tennessee, Texas and Wisconsin. A substantial portion of the entire College school staff and parents were also in attendance. In addition, the College of Early Learning served an important coordinating function in the process of the conference preparation, operation and registration of participants.

For further information, contact: Vega Atwell, College of Early Learning, P.O. Box 711, Columbia, South Carolina 29202, Tel. (803)772-3317.

Movement

Cont'd. from Page 3, Col. 3

principles wherein what one "does" arises as a spontaneous reflection of one's "being". Spiritual qualities such as "patience" reflect the introspective nature of one's work as a true Montessori teacher.

Patience

> "*. . . impatient persons are like those busy bodies that always make off when there is really work to be done.*"
> **Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p. 133*

Montessori teaching requires a considerable patience to "wait while observing" as children actively struggle in their own expressive efforts with each other and the physical objects. Impatient adult activity with children under the guise of "helping" or "teaching" tends to distract attention away from the real work of creative being which lies entirely within oneself. Montessori education therefore recognizes a fundamental spiritual purpose to movement which serves a function vital to the evolution of all creation.

Purpose of Movement

> "*. . . man's life is purposeful . . . Spiritual powers are a form of wealth. They must go into circulation so that others can enjoy them; they must be expressed, utilized, to complete the cycle of human relations.*"
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 140*

Beyond mere physical existence, movement functions to express a larger purpose of expanding love, joy and harmony in the world. Spiritual powers such as "patience", "humility" and "courage" vitally serve this purpose which is unfolding a cosmic plan for the creative evolution of a new humanity. Expressing such spiritual powers in one's being with children is the directed movement of Montessori teaching which frees the "normalized" child to emerge as a true tangible reality.

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Southlake School Sponsors Ft. Worth, Texas Conference

On November 14-15, 1987, the Southlake Private School (Southlake, Texas) is sponsoring the latest Texas Montessori conference entitled "Creating the New Education". Conducted by **Lee Havis**, Society executive director, this fifth such Texas conference will be held in Ft. Worth, Texas, to consider such issues as managing misbehavior according to the approach of "control the environment, not the child".

Warren Gale, Southlake school director and owner, states that the school's sponsorship of the Ft. Worth conference is a result of interest from staff attendance at various similar prior conferences: Rockwall, Texas (June, 1987), *Warren Gale, Lynda Keogh* and *Karen Morgan;* Columbia, South Carolina (August, 1987), *Lynda Everett, Cynthia Jones;* Odessa, Texas (September, 1987), *Connie Whatley, Karen Gale, Warren Gale, Lynda Everett, James Parks.* The November, 1987 conference is open to all interested persons and will involve **the participation of all Southlake teaching staff—including the staff at Gale's other school, Harwood Private School (Bedford, Texas).**

Established in January, 1987, the Southlake Private School is located in a large house on a five acre parcel of land. This Montessori school serves children aged 2-10 in four separate classroom facilities. The elementary program features such special outdoor activities as horseback riding and regular overnight camping. In addition, an extended geology field trip is planned to visit a wilderness area in the state of Oklahoma. This week-long study of different rock formations in that area will also include a camping experience during that time.

For further information, contact: Warren Gale, Director, Southlake Private School, 3119 W. Southlake Blvd., Southlake, Texas 76092. Tel. (817) 431-1188.

Child working with Pink Tower at the Southlake Private School (Southlake, Texas)

Support Growing for Umbrella Accreditation

Since its formal inception on May 18, 1987, the formation of the new umbrella accrediting agency for Montessori teacher training programs has received a growing international support from a wide diversity of organizations and institutions in the field. Response from the July 2, 1987 invitation mailing to join in this creative effort has been generally quite positive and constructive.

Formal signed written statements of committed support for the "inclusive" nature of the new agency have been received from throughout the international Montessori community: International Montessori Society, Montessori Institute of America, Albanesi Educational Center, Montessori World Educational Institute, Southwestern Montessori Center—*United States;* St. Nicholas Montessori College, London Montessori Centre—*United Kingdom;* University College (New Summits)—*Canada;* Balwikas Training Centre—*India.* Other organizations and institutions have also expressed interest and are actively participating in the formation of the new agency.

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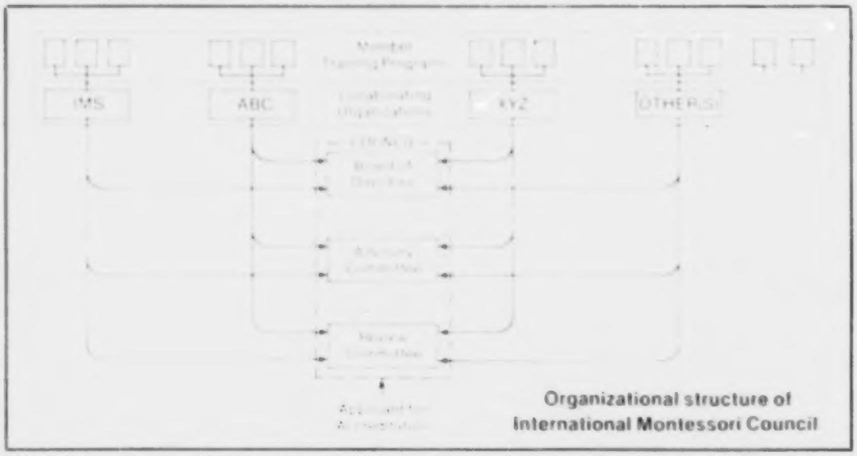

Organizational structure of International Montessori Council

*Proposal for organizational structure of a new umbrella accrediting agency for Montessori teacher training programs—re-printed from **Montessori Observer**, Vol. 1, No. 6, October, 1980.*

Reflections . . .

by Sr. Elizabeth Pinto

(Parsippany, New Jersey)

Sr. Elizabeth Pinto is a student in the Society's Montessori training program. She reflects here upon a scenario she observed in her Montessori environment for children aged 2-6.

A Beautiful Experience

. . . a four year old who began school in September . . . did not want to do anything but sit on the floor by the door . . . he would scream, kick and cry . . . He was totally disruptive and in obvious pain . . . It took about three weeks but he is now normalized. Each day you could see a little boy emerging, and a pleasant little boy at that. He is a very intelligent youngster and is now working diligently with the Montessori materials. He shows proficiency with numbers, colors, letters, etc. It was a joy for me to experience the natural emergence of this child—it was a beautiful experience indeed! Thank you for making this possible through my work with you . . .

Completion

by Lee Havis

"There is a vital urge to completeness of action ... effort must be fully expanded—the cycle must be completed..."

Maria Montessori
from **Ed. for a New World**, *p. 57*

Consciously realized, completion arises within the individual as a process of successive cycles of creative activity beginning first as "interest" and then proceeding in time to the experience of "finality" or "resolution." Ultimately, true completion in life emerges as a present moment experience of the totality of all being in the universe. Whether consciously realized or not, such completion invariably reflects a deeper inner plan of evolution—a natural destiny whose ultimate cause lies in the mystery of life itself.

Natural Destiny

"A child ... grows because his potentialities for life are actualized, because the fertile seed from which life comes is developing according to its own natural destiny."

Maria Montessori
from **Discovery of the Child**, *p. 61*

From the moment of conception, an essential natural destiny is set in motion to reveal one's fundamental way of being in complete harmony with the creative evolution of the entire universe. Conditions of life such as biological heredity, circumstances of time, place and culture of birth, and patterns of parental imposition during the formative period of early childhood, define the basic drama of such natural destiny throughout one's entire life. In each new moment of time, life reflects this drama as a unitary whole which is constantly adapting itself completely to the larger reality of the totality of all being.

United Whole

"The human being is a united whole, but this unity has to be built up and formed by active experiences in the real world, to which it is led by the laws of nature."

Maria Montessori
from **Absorbent Mind**, *p. 203*

Prior to the age of about six, the young child completes its essential formation as "personality"—emerging thereafter as a united whole with which one is essentially identified throughout life. During the critical early years, such "personality" forms itself as stabilized being which is completely adapted to the environment provided at that time. Such "adaptation" is engendered within the young child by its "absorbent mind" which is unique to this special period of formative development.

Absorbent Mind

"... this is the psychic picture of the normal child. First, he takes in the world as a whole, then he analyzes it."

Maria Montessori
from **Absorbent Mind**, *p. 85*

The child under six completely "absorbs" its environment as an intimate "adaptation" **within itself—as if taking a psychic picture of every minute detail. The more conscious mental activity of logical thought proceeds thereafter in time to reflect one's "personality" within the larger field of culture and social experience.** As complete natural destiny is unconsciously repressed to conform to the ordinary limited "truth" of adult society, the child's being as "personality" assumes a quality of "incompletion" with respect to its more fundamental harmonious functioning with the entire universe.

Adult "Truth"

"The solidarity of adult society ... assumes the power of suggestion and the appearance of an absolute truth on which all agree."

Maria Montessori
from **Formation of Man**, *p. 69*

Warped by the ordinary repressive conditions of adult society, the child's development is rendered "incomplete" in comparison with its true natural destiny given at the moment of conception. Incomplete experiences of early childhood pain tend to become solidified as patterns of repressed feelings throughout a life-time. As a matter of generally complete agreement in adult society, such incomplete "personality" expression is accordingly assumed and accepted as somehow necessary and inevitable.

Complete Agreement

"All lean upon each other. The whole of society forms a collective subconscious wherein all act in complete agreement when they remove and suppress the child."

Maria Montessori
from **Formation of Man**, *p. 68*

Unconscious adult repression of the child's true nature is so common and widespread that its appearance as actual incompletion is ordinarily unnoticed. Hidden by the prejudicial assumption of complete agreement with others, repressive tendencies with children have become institutionalized in society through such means as traditional "education"—even possibly evident likewise under the guise of "Montessori". However "satisfied" may appear traditional teachers as to the external "goodness" of children they supervise, such superficial completeness may be actually quite incomplete with respect to the child's true natural destiny.

Satisfaction

"Now we see the class calm ... Usually the teacher is satisfied ... Many of the schools go no further than this."

Maria Montessori
from **Absorbent Mind**, *p. 269*

An outward "calm" and "obedience" in children may appear as completely "normal"—and yet still reflect quite distinct "abnormality" with respect to the child's own true nature as observed and described by Dr. Montessori. Hiding their subtle repression of complete freedom and independence in children under the guise of "necessity", "goodness" or "socialization", tradition teachers may find themselves quite "satisfied" with nothing more than a child's docile and dependent conformity to adult authority. By contrast, Montessori teaching centers its vision of complete "normality" on the child's own self-created being which extends far beyond the "goodness" expected by ordinary adult society.

Normality

"Normalization causes the disappearance of many childhood traits ... not only untidiness, disobedience, sloth, greed, egoism, quarrelsome, and instability, but also the so-called 'creative imagination', delight in stories, attachment to individuals, play, submissiveness ..."

Maria Montessori
from **Absorbent Mind**, *p. 207*

Within an environment committed to the Montessori principles of (1) "Observation"; (2) "Individual Liberty"; and (3) "Preparation of the Environment", the truly "normalized" child emerges as a completion of its own natural destiny in harmony with all being. Such

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Look for the

January Observer

featuring

Truth

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Lee Havis, Executive Director

The *Montessori Observer* is mailed six times each year to Society members throughout the world. The *Observer* is sent during the months of January, March, May, September, October and November. The purpose of this publication is to provide news and information about the development of Montessori education to extend awareness of Montessori principles and to promote harmony within the Montessori community.

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Subscription to this *Observer* publication may be obtained by requesting Society membership which is open to all individuals for a $15 annual fee. Society members also receive a subscription to the *Montessori News*. Send request for membership benefits.

ADVERTISING

Advertising space is available for services and products relating to Montessori education. Marketplace ads are $7/line. Position and Placement ads are $10 each and will be set and edited by the Society to conform to space requirements. Write for the Society's advertising outline as to rates and other information about design advertising.

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LETTERS TO IMS

October 15, 1987

Dear Lee,

My most profound thanks . . . for the extreme care and personalized instruction which you have extended to me. Your discipline and honesty have guided me well on the interior journey, and your own dedication and unrelenting effort to fight for the "new education" has been the perfect "demonstration".

The notebooks I have filled with papers from the course are a wealth of inspiration each time I open them. Some understanding is deepened, some point hitherto missed is picked up, my dedication to the truth of Montessori's philosophy is quickened. I feel no ending here. I will continue to grow in commitment as I consciously and courageously observe myself, controlling my personality. Your constructive criticism has motivated me to more honestly see myself and to proceed on my path with the greatest care and humility.

Sincerely,

Joan Miller
Anacortes, Washington

Ed. Note: *Joan Miller (IMS '87) is reflecting on her experiences in the Society's Montessori teacher training program the "Independent Study Course", which she recently completed.*

November, 1987

Dear Lee,

I'm enjoying my new school year and I'm trying very hard to put the Montessori principles into action. Lee, it's an excellent course. I really do appreciate what you are doing. Somehow in writing this paper the Montessori principles began to click, it was like a light was turned on for me. It's really a searching for and understanding of a truth. Thank you for opening this new world to me.

God bless you,

Sister Elizabeth Close
Corpus Christi, Texas

Ed. Note: *Sister Elizabeth is reflecting on her experiences of completing one of the lessons in the Society's "Independent Study Course" and her practical experiences with children in her Montessori classroom at the Incarnate Word Montessori School (Corpus Christi, Texas).*

Umbrella Accreditation

Cont'd. from Page 1, Col. 3

The "inclusive" nature of the new agency has been assured thus far by substantial written inquiry, information and communication with **Lee Havis** (Chair, Structural Organization Committee), **Jane Dutcher** (Chair, Curriculum Standards Committee), **Becce Eaves** (Chair, sub-committee on certification standards) and others who are actively involved in the initial work of data compilation and sharing ideas and interests. Such "inclusivity" will emerge in the formation of the agency itself through such means as broad general curriculum standards and procedural safeguards in the accreditation process to protect individual needs and interests of all participating organizations and institutions.

Since most Montessori teacher training is conducted with existing accrediting agencies and individual approval procedures, the process of re-forming such diverse activity into an "umbrella" operation will be delicate and exacting. Lee Havis states that "fairness in the formation of the new inclusive agency implies that no single organization or existing agency within the Montessori community begin with a presumptive advantage. Let us work together to

Cont'd. on Page 4, Col. 1

Completion

Cont'd. from Page 2, Col. 3

"normalization" may be shared by the adult as an experience of completion in the present moment—recognized consciously in time as "insight" and "revelation" with respect to the imposing reality of an infinitely expanding evolution of the universe.

Imposing Reality

> *"The universe is an imposing reality, and an answer to all questions . . . all things are part of the universe, and are connected with each other to form one whole unity . . ."*
>
> **Maria Montessori**
> *from* **To Ed. the Human Potential**, *p. 8-10*

However imperfectly realized in conscious thought, completion of one's own true being is found in the emergence of the "normalized" child. Centered on such an imposing reality, Montessori teaching follows this vision in a process over time which constantly engages and resolves the drama of one's own incomplete past experiences of struggle and repression as projected being in the lives of the children being supervised. Such drama is completed in the present moment with children as a process of one's committed being; i.e., to expand awareness of the three Montessori principles by means of constant conscious thought and mental activity directed towards this transcendent purpose.

Montessori Teaching

> *"We have to adjust our minds to doing a work of collaboration with nature . . . "*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 89*

Even the most disruptive children will eventually emerge in time as truly "complete" in their normalization as the three Montessori principles are expanded in one's conscious awareness. Such Montessori teaching is indeed "complete" even in some *"moment of peril"* when disorder, tension or confusion tends to engender thoughts and feelings of great discouragement, frustration or intense disharmony. In time, the "normalization" of an individual child will extend itself inclusively throughout all the children as a profound sense of complete cohesion in the social unit.

Cohesion of Social Unit

> *"Unity born among the children, which is produced by a spontaneous need, directed by an unconscious power, and vitalized by a social spirit, is . . . 'cohesion in the social unity.'"*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 232-233*

Beyond the single individual, the social unit becomes completely "normalized" as a cohesive bond of friendship and harmony is realized among all the children. Such a "normalized" social unit emerges not from the rules and impositions of adult authority, but rather from within the children themselves as a wonderful natural order—a sort of harmonized diversity of expression, activity and interest in the social group.

Harmonized Diversity

> *"If one pulls in a given direction, there will always be another which pulls the opposite way . . . a wonderful harmony between opposing forces. The result is not so much an agreement as a harmonized opposition, an agreed disagreement."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 143*

Complete harmony and order within the "normalized" social unit is not a bland "conformity," but rather an active and dynamic form of considerable diversity which may even appear in outer form as disagreement and opposition. Diverse needs and interests in a single social group seem to engender a lively interplay of emotional drama which must necessarily complete itself through various cycles of activity over time. Such apparent external "contradiction" is likewise found in the adult drama of social activity—even with respect to "Montessori."

Contradiction

> *"The (Montessori) Method seems egoistic, it wishes to go its own way and not mix with any other, and yet, no other method takes every possible opportunity of inculcating world-union and world peace as does this one. All this is contradictory—even mysterious!"*
>
> **Maria Montessori**
> *from* **Formation of Man**, *p. 4*

Even after completion of "Montessori" is realized within oneself as committed being, there remains yet the considerable work of elaborating its completion outside oneself in society. As a word subject to infinite interpretation and definition, "Montessori" in society may emerge as rather "contradictory" in its expression as to the competing needs and interests of those with whom such term is associated. Such apparent contradiction within the Montessori community manifests itself in such activity as the diverse operation, accreditation and recognition of Montessori teacher training programs. To form a truly "inclusive" accrediting agency to fairly bridge the entire diversity of such programs, its fundamental basis must be found not on any limited point of view in the matter, but rather on the infinite vision of completion centered ultimately on the reality of the "normalized" child. Completing such an expansive vision in reality implies a considerable time and effort in the process of helping one another in the spirit of true inclusivity among all interested persons.

Help One Another

> *"The only way by which the individual may escape is that by which all humanity may be saved . . . help one another, or you will die."*
>
> **Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p. 277*

By helping one another within a social group, such as the Montessori community, individual interests and needs tend to become

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November, 1987
Vol. VIII, No. 6

Completion

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Umbrella Accreditation

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find a way to provide this substantial fairness in the re-formation process while no existing accrediting function is unduly prejudiced or disrupted."

Havis is distributing a general plan of organizational structure for the agency for comment, consideration and response (See diagram on page 1). More specific working papers will be prepared and distributed in the near future.

On October 10-11, 1987, the annual meeting of the ACCESS agency which presently accredits Montessori teacher training programs affiliated with the American Montessori Society (AMS) adopted working papers for a new umbrella structure—with a specific time-table for its consideration and revision in 1988. Havis attended this meeting with **Victoria Midgley** (M.W.E.I.) to observe and offer comments within their various committees. After the meeting, Havis stated that "the new ACCESS proposal appears to be a constructive and favorable development in the process of forming the new agency—and will be included for consideration within the larger work of the structural organization committee".

Creating the New Education

February 6-7, 1987 .... Atlanta, Georgia

The conference entitled "Creating the New Education" is sponsored by the International Montessori Society to extend awareness and practical application of Montessori principles with children. Conducted by Lee Havis, Society executive director, the two-day week-end conference includes an analysis of managing misbehavior according to the approach of "control the environment, not the child."

Pre-paid registration for the full two-day conference is $150 per person ($120 for Society members). The payment due date is four (4) weeks before the scheduled date of the conference. A late fee of $50 applies for registrations submitted after the payment due date.

Send registration fee to: International Montessori Society, 912 Thayer Ave., Silver Spring, Maryland 20910 Tel. (301) 589-1127.

. . . In the Field

By Alethea Shiplett

Since September, 1987, Nancy McEvoy (IMS '87) has been supervising a toddler program for children aged 1½-3 years of age at the Villa Fusco Montessori School (Schenectady, New York). Her primary initial responsibility has been removing the toys and introducing appropriate goal-directed practical life materials and activities. Experimenting to discover the ability and interest of each child, Nancy reports that she is "very excited about the program and its potential" . . . **Aleta Shepler** (IMS '87), director of her own L'Abri Montessori school (Orange City, Iowa), was recently appointed "Child Advocate" of the *Reform Church of America*. In this capacity, she is contributing to a paper published by the church on terrorism, addressing the theme of "innocent victim". The purpose of this paper is to challenge persons to assume more individual responsibility. At her school, Aleta has recently hired two assistants who are students at the local college. She hopes that by having these students in the environment "they will catch the spirit and power of the Montessori principles as the 'normalized' child emerges" . . . . **Anita Bressler**, Montessori teacher participant in the Reading, Pennsylvania Montessori conference (March, 1987), visited the Washington, D.C. area to observe the Sunday school program for young children directed by **Lee Havis**. During her visit, she stayed with **Alethea Shiplett** (College Park, Maryland) to discuss plans for another Pennsylvania conference proposed for Spring, 1988. Presently, Anita is communicating with persons in her area to determine the level of interest in attending such a conference. Alethea will visit with Anita and other interested persons in the Reading, Pennsylvania area in November, 1987 to further the conference planning activity. If interested, contact Anita Bressler: (215) 372-3651.

Completion

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spontaneously resolved through communication according to a totality of completion centered on the true interest of the entire group. "Montessori" may thereby complete itself in outer form through such activity as that involved in the formation and operation of an "inclusive" accrediting agency for the entire Montessori community. Whether or not such an "inclusive" agency will actually become formed and operational in reality, work towards its completion is nonetheless a valid and constructive manifestation of the ultimate common end of all true Montessori education: i.e., the "normalized' child.

A Common End

> *". . . the linear concept of evolution . . . is no longer enough. There exists . . . a force for harmony, uniting the efforts of all, so that they work towards a common end."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p.57*

A common end provides the essential motive and path upon which one's completion of effort and energy in the process of its realization may be properly directed. While opinions, thoughts and feelings may vary as to the specific "means" to attain some common end, its unifying focus of attention and purpose provides a constant opportunity to experience true "completion" at each moment in the process of one's goal-directed activity. Centered on the common end of the "normalized" child, Montessori education finds its ultimate completion in the present moment as a vital contribution to the creative evolution of a better and stronger humanity in the world.

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The Montessori OBSERVER Truth

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Lee Havis conducting "Creating the New Education" conference held in Ft. Lauderdale, Florida (November 21-22, 1987)

New Education Conferences in Wisconsin, Texas and Florida

The "new education" was the central focus of recent Society conferences held in the states of Wisconsin, Texas and Florida. Entitled *"Creating the New Education,"* these conferences considered a wide range of individual interests and needs, including the very practical issue of managing misbehavior according to the approach of "control the environment, not the child." In addition, the larger question of "What is 'Montessori'?" was addressed with respect to some of its popular interpretations and appearances in society today.

On October 24-25, 1987, Montessori teachers and parents from the states of Wisconsin and Michigan met in Rhinelander, Wisconsin for the Society's first conference in that state. **Kathleen Kimball** (IMS '87) organized the Rhinelander conference in her area of rural northern Wisconsin through extensive telephone and mail communication throughout the region. Such conference preparation included a presentation of Montessori education to religious workers at a major regional conference and to early childhood educators at an area college.

On November 14-15, 1987, the Southlake Private School (Southlake, Texas) sponsored a Ft. Worth, Texas Montessori conference for its entire school staff. Conducted by **Lee Havis**, this fifth such Texas Montessori conference also included participation of the entire staff of the nearby affiliated Harwood Private School (Bedford, Texas). In attendance at this conference were also Montessori teachers and parents from elsewhere in the states of Texas and Alabama.

On November 21-22, 1987, Lee Havis conducted the Society's first Florida Montessori conference for Montessori teachers, parents and administrators from the states of Florida, New Jersey and New York. **Sylvia Starkie** (IMS '87), Montessori teacher at the Hilltop Montessori School (Hollywood, Florida), was the primary local coordinator to assist in organizing and registration for the conference which was held in Ft. Lauderdale, Florida.

Future Society conferences are scheduled for Atlanta, Georgia (February 6-7, 1988) and Reading, Pennsylvania (April 23-24, 1988). Other such *"Creating the New Education"* conferences will be planned where sufficient interest is evident in the local Montessori community.

Reflections . . .

Simply Watch

by Cheryl Abbott
(Roswell, Georgia)

Before I even started teaching . . . I went to a workshop on Managing Misbehavior (*Roswell, Georgia, October/1986*). The first job I was assigned at the school was with the after school class. These children are from 6-11 years old. They are picked up from the public schools . . . and deposited for a few hours for a 'little Montessori experience' . . . I decided to try putting the three Montessori principles to the test with these kids. When they were on the playground, I would stand near them and simply watch. When someone was about to hit, he would look at me. I could see it work. The other teachers all said 'what a difference'. I really believe that observation without judgment is the key to being with the child correctly.

Miracles

by Sara Sweinhart
(Fleetwood, Pennsylvania)

I am presently working with Anita Bresler . . . Watching her in progress is such a learned experience . . . She had a child that was biting, scratching, pulling out Anita's hair and literally was "destructing" what teachers call the "controlled" classroom environment. She called me after a (Society) seminar and told me the next time we are in this class, if the student begins any of the above . . . we both focus on this child and in a matter of moments this child stopped and is now stopping other people from hurting the teachers and the equipment. If I hadn't seen it myself I wouldn't believe—but it really works. It's great. The miracles she has shown me in the past four months is fantastic.

Montessori Organizations Meet for Accreditation of Teacher Training

On January 29-30, 1988, representatives from various Montessori organizations are scheduled to meet in Washington, D.C. to further the development of an "umbrella" agency for the accreditation of teacher training programs conducted throughout the entire Montessori community. The January meeting will consider the first stage work of compiling data which was recently completed by two committees: *Essential Curriculum* (**Jane Dutcher**, chair); and *Organizational Structure* (**Lee Havis**, chair).

Since May 18, 1987, these two committees have been gathering data from Montessori organizations throughout the world to clarify general program operation to provide a basis for effective collaboration within the operational structural and process of the new "inclusive" agency. Twelve different Montessori organizations from the United States, Great Britain, Canada and India have thus far been included in data summaries of their respective structure and curriculum. These summaries are

Cont'd. on Page 3, Col. 3

Truth

by Lee Havis

". . . man . . . soars aloft in search of truth."

Maria Montessori
from **Spontaneous Act. in Ed.**, *p. 242*

Man's search for truth—the essence of true education—emerges in one's daily experience as a process of inner growth and discovery which extends far beyond the bounds of immediate knowledge and conscious awareness. Answering the question, "what is . . ?", truth is before both child and teacher in education as a constant learning in each new moment of time. Ultimately, "truth" arises as one's transcendent experience of the imposing reality of the entire universe.

Imposing Reality

"The universe is an imposing reality, and an answer to all questions . . . all things are part of the universe, and are connected with each other to form one whole unity."

Maria Montessori
from **To Educate the Hum. Potential**, *p. 8*

Beyond the time and space of one's own limited perspective of reality in the world lies the totality of the universe as an absolute and constant truth of infinite and eternal perfection. By contrast, ordinary "truth" is limited and defined by transitory thoughts and feelings as they randomly emerge to color all human experience. Distorted by expectation, assumption and prejudice, such human experience tends to reflect an awful truth of hidden error and illusion throughout one's entire life.

The Aweful Truth

"The truth is that we make mistake after mistake, and do not correct ourselves. We fail to realize our faults, we live in a state of illusion shut off from reality."

Maria Montessori
from **Absorbent Mind**, *p. 246*

Constant error and illusion is the inherent legacy of a complex process of adaptation to life which was intimately formed within oneself as "personality" during the years of early childhood. Such "personality" expresses a fundamental pattern of defensive thought to repress the experience of pain associated with the various ordinary adult impositions of early childhood; e.g., punishment, blame, indifference, impatience, etc. In time, this repression of feeling becomes the established "truth" of one's ordinary life and being with others—solidified further in adult society through the pervasive power of suggestion.

Power of Suggestion

"The solidarity of adult society . . . assumes the power of suggestion and the appearance of an absolute truth on which all agree."

Maria Montessori
from **The Formation of Man**, *p. 69*

Built on agreement and suggestion, the truth of adult society tends to reflect an unconscious repression of natural self-expression—reinforced and sustained by many diverse means of communication and association with others. Individual or minority dissent to widely-held beliefs, prejudices and distinctive cultural "truth" is readily repressed by the well-established institutional order of organized society. At bottom, the truth of one's own feelings are fundamentally denied and disregarded in the ordinary course of events. Such is the terrible lie of repressed human experience which remains deeply hidden and well camouflaged amid the impatient rush of one's routine daily life with others.

The Terrible Lie

"Conventions which camouflage a man's true feelings are a spiritual lie which help him adapt to the organized deviations of society . . . This is the terrible lie lurking in the deepest recesses of the subconscious."

Maria Montessori
from **Secret of Childhood**, *p. 176*

Under the guise of such common conventions as politeness, necessity, and the 'common good', true feelings are generally suppressed as an automatic defense against the pain associated with social isolation and disharmony. With children, these repressive social conventions are communicated and solidified through means of traditional education. By contrast, the "new education" envisioned by Dr. Montessori proposes to allow the child's full self-expression as intended by nature—to reveal the absolute truth of human experience in harmony with the totality of the universe. Such an expansive "new education" is realized by following the path of complete commitment to infinite and eternal principles of nature, such as "observation."

Observation

". . . the teacher . . . should put herself into immediate relation with the truth, by means of rigorous observation . . ."

Maria Montessori
from **Spontaneous Act. in Ed.**, *p. 136*

Being committed with children to the principles of (1) Observation; (2) Individual Liberty; and (3) Preparation of the Environment, the Montessori teacher extends the idea of "observation" far beyond the level of one's initial perception and conventional knowledge of the child. True "observation" is seen as a humble and patient process of inquiry and expansive awareness directed to the child as an "unknown entity." From such committed observation, the truth of the child reveals itself spontaneously in the present moment.

Revealing the Unknown

"It is impossible to make an observation of something that is still unknown . . . What is unknown must reveal itself through its own proper energies."

Maria Montessori
from **Secret of Childhood**, *p. 112*

"Observation" as a Montessori principle ultimately aims to discover the child's true nature as it freely emerges in outer form; i.e., being in complete harmony with its entire environment. Such a process of discovery employs the three Montessori principles as an inner "control of error" to guide one's expansive being with children. Montessori teaching therefore follows the true method of science in its profound investigation of the unknown phenomena of the human spirit.

Method of Science

". . . the method of Positive Science . . . puts man in the way of knowing the truth."

Maria Montessori
from **Spontaneous Act. in Ed.**, *p. 242*

Cont'd. on Page 3, Col. 2

Look for the
March Observer
featuring
Faith

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Lee Havis, Executive Director

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LETTERS TO IMS

November, 1987

Dear Mr. Havis,

I am learning so much from each new lesson. Every time I feel like it cannot get any better I discover just how little I still know . . . I was sick several weeks ago and I could not talk. I discovered during that time that the child truly learns through observation, not from listening to words . . . I am looking forward to the Atlanta conference.

Sincerely,

Jean Wilson
Lawrenceville, Georgia

Ed. Note: *Jean Wilson is a student reflecting on her participation in the Society's "Independent Study Course" and working with children as a Montessori teacher.*

November, 1987

Dear Lee,

Some of my exciting results (from the Society's Rhinelander, Wisconsin conference, October 24-25, 1987) were, finding out some very interesting reasons for certain misbehavior through questioning. Then, being able to deal more effectively with the misbehavior. I feel that the conference has given me a deeper understanding of the Montessori Principles that I relate to in every lesson, and every day in the classroom. The principles are not just words anymore, they now have a much deeper meaning to me!

Sincerely,

Amy Wald
Jackson, Wisconsin

November 28, 1987

Dear Lee,

A week has passed since our time together (Ft. Lauderdale, Florida, November 21-22, 1987) and a great deal of experimentation with the three Principles! I feel that I am beginning all over in the classroom, just when I thought I was comfortable and secure in my interactions with the children. And new beginnings mean excitement, frustration, and a desire for more insight!

Sincerely,

Peggy Nolan
Neptune Beach, Florida

November 25, 1987

Dear Lee,

Peggy (Nolan) and I can't thank you enough for last week-end (Ft. Lauderdale, Florida, November 21-22, 1987). It completely opened us up to a "new education possibility". We talked all the way back to Jacksonville Beach about the future *Montessori Tides* . . . We will be letting you know how things are progressing. So far the biggest change is Peggy and I!

Sincerely,

Kathy Graham
Jacksonville Beach, Florida

Ed. Note: *Kathy Graham is director of the Montessori Tides Montessori School. She reflects here on the experience of herself and her associate, Peggy Nolan, at the Society's conference in Ft. Lauderdale, Florida held on November 21-22, 1987.*

November 27, 1987

Dear Mr. Havis,

I wish to express my thanks for a very valuable conference I attended recently (Ft. Worth, Texas, November 14-15, 1987). This conference helped me to understand better and to know the differences of my personality and my being. It also gave me the courage to apply the three Montessori principles.

I hope that every Montessori teacher will attend the future conferences to know and understand better the Montessori teaching conducted by you. Hoping that someday you would have a conference in Houston or in Texas in the near future.

Sincerely,

Florence Swaminathan
Houston, Texas

Truth

Cont'd. from Page 2, Col. 3

Montessori teaching employs the approach of scientific "observation" and "experimentation" in one's presence with children to discover the truth of their "normal" being as intended by nature. As one's awareness of Montessori principles expands in conscious thought, the child reveals the stabilized form of "normalized" being which was observed and described by Dr. Montessori—and further verified by many others since Dr. Montessori in diverse circumstances throughout the world. Ultimately, one's own experience of commitment to Montessori principles will reveal that such "normalization" is indeed an established fact and reality.

Normalization

> *" 'normalization' . . . after so many years, and so vast an experience, the truth of it is established . . ."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 204*

The truth of "normalization" which returns the young child to a state of complete harmony with its environment and natural development is readily proven in one's own practical experience of true Montessori teaching with children. However, since such "normalization" defies the ordinary "truth" of conventional society, serious consideration of this striking phenomenon has remained generally unexplored among teachers and parents. Lacking a complete commitment to Montessori principles, ordinary teaching therefore fails to realize true "normality" and the remarkable "new child" is seen as little more than a myth, accident or ideal which never really extends far beyond the domain of idle speculation or academic debate.

The "New Child" Myth

> *"The great majority of teachers, in the absence of sufficient training and experience, end by thinking that the 'new child', so eagerly expected and of whom so much has been said, is nothing but a myth or an ideal."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 270*

Failing to fully consider the real possibility of true "normality" in children, traditional teaching tends to view the "normal" child as limited according to that which is ordinarily known from past experience; e.g., docile, fanciful, unstable, noisy, disorderly, weak, dependent, etc. By contrast, the Montessori education considers Dr. Montessori's observation and description of "normality" as a matter of verifiable scientific truth. The Montessori teacher therefore functions as a true scientist to penetrate into the great mysteries of human being by observing the child as it emerges in an environment prepared for its own free self-expression.

Science of Truth

> *". . . the science of truth, penetrating into nature, serves to exalt and illustrate its mysteries."*
>
> **Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p. 267*

Cont'd. on Page 4, Col. 1

Positions & Placements

Montessori Teachers: (3-6) For July, 1988. Two positions. Montessori teacher with extended day and part time Administrator. School established 1976, enrollment 50 students. Contact: Keene Montessori School, 91 West St., Keene, New Hampshire 03431.

Montessori Teacher: (6-12) For January, 1988, full-time in well-established elementary Montessori program for children ages 6-12. Also available for September, 1988. Salary negotiable. Send resume to Dr. Cheryl Rosaen, Principal, Livingston Montessori Center, 7400 W. Grand River, Brighton, MI 48116, Tel. (313) 227-4666.

. . . In the Field

By Alethea Shiplett

Terry Patton (IMS student; Spartanburg, South Carolina) recently accepted the position of president of the South Carolina Conference of Montessori Educators (SCCME), a new support group for Montessori education in that state. Set in motion at its first regional meeting held in Spartanburg, South Carolina on November 21, 1987, this new South Carolina Montessori organization plans to hold future regional meetings in the Charleston and Columbia areas of the state. As SCCME president, Terry will be the contact person to help organize the next Society conference for South Carolina in the near future . . . **Sr. Elizabeth Pinto** (IMS student; Parsippany, New Jersey) reports that she found the Society's Ft. Lauderdale conference which she attended on November 21-22, 1987 to be an encouragement to communicate more openly and honestly with her staff to resolve problems they are experiencing with the children at her school. She states that the staff is responding favorably to more frequent meetings and observations she is conducting in the classrooms. Sr. Elizabeth reports that she is experiencing a "revitalization" in her school.

Montessori Organizations

Cont'd. from Page 1, Col. 3

now being distributed for comment and information to all interested parties in the Montessori community.

The January, 1988 meeting will also address a specific proposal prepared by Lee Havis for the organizational structure and program acceditation standards of the new agency. Adapted from the "umbrella" agency with conducts accreditation for educational programs in the field of allied health, i.e., *the Committee on Allied Health Education Accreditation (CAHEA)*, the new Montessori "umbrella" agency is likewise proposed as a collaboration of diverse participatinr organizations and institutions. The new Montessori accrediting agency is proposed to follow closely the established practices and procedures of CAHEA—to assure an effective balance between respect for individual differences and the

Cont'd. on Page 3, Col. 3

Truth
Vol. IX, No. 1
January, 1988

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Truth

Cont'd. from Page 3, Col. 2

The truth of Montessori education is a real science of constant exploration and discovery to reveal human phenomena which were formerly unseen and unnoticed. Such a science of truth aims to study the child which lies beyond the level of superficial external behavior. The discovery of this "normalized" child likewise reflects the fundamental essence of man's true nature.

Man's True Nature

> *"Man's true nature lies hidden within himself. And this nature, which was given him at conception, must be recognized and allowed to grow."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p. 148*

As a scientific study of the human spirit, Montessori teaching is committed to those principles of nature which ultimately reveal man's own true nature in the external form of the new "normalized" child. Mankind is thus seen in its essential character as a complete harmony of being with all creation—the transcendent truth of one's experience of life as perfection in the present moment.

Creating the New Education

April 23-24, 1988.................... **Reading, Pennsylvania**

Pre-paid registration for the full two-day conference is $150 per person ($120 for Society members). The payment due date is four (4) weeks before the scheduled date of the conference. A late fee of $50 applies for registrations submitted after the payment due date.

Send registration fee to: International Montessori Society, 912 Thayer Ave., Silver Spring, Maryland 20910 Tel. (301) 589-1127.

Montessori Organizations

Cont'd. from Page 3, Col. 3

need for autonomy and independent judgment as to final accreditation decisions. Havis states that "CAHEA has a reputation for reliability and a long history of successful accreditation experience in its field. Their procedures and practices therefore provide an important reference and point of departure for development of similar collaborative accreditation in the field of Montessori teacher training."

The new proposed Montessori "umbrella" accreditation agency is organized within the operation of three basic documents: **Essentials and Criteria** (accreditation standards against which all programs will be evaluated); **Statement of Basic Accreditation Principles** (procedures, policies and practices to conduct accreditation); and **Articles of Association** (the legal instrument to provide essential agreement among the participating parties).

Accreditation within the new agency would assure substantial program review and evaluation by "collaborating organizations" through the operation of their respective review committees. A special "Generic Review Committee" would provide similar evaluation for programs operating without affiliation with a specific collaborating organization. Recommendations for accreditation action by the new agency would be forwarded from these review committees to an autonomous "Accreditation Committee" which would make all final accreditation decisions.

The new umbrella agency is intended to "reform" existing Montessori accreditation agencies within the new "umbrella" authority to include the entire Montessori community. Once formally operational, the new "inclusive" agency is to seek recognition for its accreditation activity from the United States Department of Education. Ultimately, the new agency may well provide an important means for greater cooperation and communication to improve the quality of Montessori teacher training throughout the entire Montessori community.

Moments of Peril

Readers are invited to submit scenarios of disorder or misbehavior with children for comments based on "control the environment, not the child". Reflective remarks to resolve the particular "moment of peril" according to commitment to Montessori principles will be provided in the following issue. Requests for anonymity will be respected.

The Demonstrative Child

—Submitted by Lynn Philip
(Somersville, Connecticut)

A five year old girl in our school is a very demonstrative "emotional" child. When upset (particularly not getting what she wants when she wants it) she begins to yell and verbally castigate the specific teacher involved (if that's the case) and then all. She tells us how she'll deal with us and what harm she'll do to the school building. Usually, during this tirade, she begins to hit us. Some of the younger ones are now following suit. How to resolve?

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March, 1988 Vol. IX, No. 2

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The Montessori OBSERVER

Faith

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Umbrella Accreditation Proposal Considered

In January, 1988, **Lee Havis**, Society executive director, published and distributed for comment his latest proposal for an inclusive umbrella accreditation Council for Montessori teacher education. Styled after a similar model employed in the field of allied health (CAHEA), the Havis proposal was extensively reviewed at a meeting held for this purpose on January 29-30, 1988 in Washington, D.C.

In attendance at the January meeting were: **Jane Dutcher** (Chair, Curriculum Committee, St. Nicholas, Tennessee); **Lee Havis** (Chair, Structural Organization Committee; IMS, Maryland); **Charles Plath** (Montessori Institute of America; MIA, Missouri); **Christina Miller** (London Montessori Center, Florida); **Dr. Marie Yankee** (Institute Montessori Internationale, California); **Alethea Shiplett** (IMS, Maryland).

The January meeting concluded with the resolution and clarification of many issues which were included thereafter as specific revised pages in the original proposal. These revisions were then distributed to interested persons throughout the entire Montessori community. Issues and concerns unresolved at the January meeting, such as specific Council fees and the procedures necessary to initiate actual Council operation, were left for further consideration in the future.

Cont'd. on Page 3, Col. 3

. . . In Other Words . . .

by Bonnie Sanders
Beaufort, South Carolina

A True Montessori Teacher

The Montessori environment involves the conscious awareness and application of three principles—observation, preparation of the environment, and individual liberty. These principles work together as one. It does not matter so much to me now that I cannot understand why these particular principles work as opposed to some other 3 or 4 or 5. I keep seeing that they do work. These principles give the Montessori teacher an amazing inner guide for her own intelligence. They point out error and pave the road to successful actions.

Thinking these principles produces the fruits of a true Montessori environment. I find out why from a Biblical principle. *"As a man thinks, so is he."* As I consciously think of the three Montessori principles, so am I a true Montessori teacher.

Lee Havis conducting "Creating the New Education" conference held in Atlanta, Georgia on February 6-7, 1988.

New Education Conference in Atlanta, Georgia

On February 6-7, 1988, the Society's most recent *"Creating the New Education"* conference was held in Atlanta, Georgia. In attendance were teachers, school owners and parents from throughout the states of Georgia, South Carolina and Maryland.

Conducted by **Lee Havis**, executive director of the International Montessori Society, this two-day seminar analyzed many practical teaching problems based on one's being as *"commitment to Montessori principles."* Many scenarios of "misbehavior" were considered and resolved according to the approach of "control the environment, not the child."

The Atlanta conference was attended by many persons familiar with the Society's communication from participation in its teacher training program or through attendance at similar prior conferences. Mr. Havis stated that *"the Atlanta conference showed real progress in the ability of participants to assume their own responsibility for helping each other in the process of analyzing and resolving specific teaching difficulties. Many issues were resolved with very little direct assistance from myself."*

Society conferences are scheduled according to interest in the local Montessori community. The next such conference is scheduled for Reading, Pennsylvania on April 23-24, 1988. Registration is due by March 23, 1988. For further information, contact: International Montessori Society, 912 Thayer Ave., Silver Spring, Maryland 20910, Tel. (301) 589-1127.

Montessori Conference

Creating the New Education

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Reflections . . .

Pouring Water *by Nell Rollo*
(Forest Hills, New York)

A certain little boy works a great deal with pouring water. Simple? No! 1 tray, 1 sponge and 2 pitchers can cause a large disturbance—he pours slowly at first—then faster and faster. Water is on the tray, on the table, on the floor, on him. When the sponge is called into action—to mop and squeeze is wonderful. The water is still everywhere but where it should be.

I was doing everything I could think of—I re-presented the lesson. I put out squeezing a sponge in large bowls. I suggested he work with table washing. I controlled the materials many times . . . I blew it and lost my patience and got myself involved in a full scale power struggle. I really could have put the child in one of the pitchers, the sponge in his mouth and mailed him off to Montessori heaven.

A few weeks ago . . . I got a large roll of paper towels from the kitchen, put it on the table and said to the child *"when you are*

Cont'd. on Page 3, Col. 3

Faith

by Lee Havis

> *". . . The Montessori teacher . . . must have faith in the child who will reveal himself through work. The different types of deviated children do not shake the faith of the teacher, who sees a different type of child in the spiritual field . . ."*
>
> **Maria Montessori**
> *from* **Ed. for a New World,** *p. 86-87*

When misbehavior and disorder arises in children, the Montessori teacher especially needs real faith to see the child's inner true nature of love and harmony. With faith, one can see beyond the limitations of immediate reactive feelings and thoughts to discover the deeper reality of being as promised by Dr. Montessori; i.e., the new "normalized" child which is reflected in its complete harmony with the entire environment. Even before Dr. Montessori herself discovered this remarkable truth of "normality" in children in 1907, her dedicated scientific observation of children was guided by a great inner faith in the unknown possibility of human being.

A Great Faith

> *"A great faith animated me . . . It was almost as if I prepared myself for an unknown mission."*
>
> **Maria Montessori**
> *from* **Montessori Method,** *p. 33*

Dr. Montessori's faith in scientific observation constantly challenged her to inquire into unknown human phenomena through a process of observing the apparently insignificant behavior of children. In time, her faith revealed the new "normalized" child as a totally unexpected discovery—the "impossible reality" around which all Montessori education is fundamentally centered.

Impossible Reality

> *"The child is a great worker . . . who can learn by himself, teach himself and who possesses discipline within himself . . . no attention is paid to this reality . . . it is simply impossible, it cannot exist . . ."*
>
> **Maria Montessori**
> *from* **Formation of Man,** *p. 66*

To discover the "impossible" and observe the "unseen" is the paradoxical mandate of true Montessori teaching. Without external evidence of the "normalized" child, one can only proceed with genuine faith to discover this "impossible reality" as a matter of scientific experimentation and personal experience. Ordinarily, the reform of one's thinking necessary to prepare for such a discovery of the "impossible" is quite difficult because of the established adult "mind set" about reality which tends to oppose one's freedom for true creative being.

Adult Reform

> *"The adult is beyond reform . . . He is a tough subject too set in his mold for the revelation of new human possibilities."*
>
> **Maria Montessori**
> *from* **To Ed. the Human Potential,** *p. 120*

Faith in the "normalized" child must necessarily overcome a a rigid adult "mind set" which tends to automatically oppose any fundamental reform. Limited and separate from others, one's being as "personality" constantly persists as a fundamental self-image unless there is some conscious effort for being otherwise. Built upon the ground of prejudice and unconscious fear arising from one's own painful early childhood experiences, one's "default" being as "personality" constantly opposes any being as a commitment to the absolute and infinite principles of nature upon which true scientific observation is essentially premised.

Prejudice and Fear

> *"That prejudice which forbids us to 'believe the extraordinary', the fear of being thought credulous . . . is common to all."*
>
> **Maria Montessori**
> *from* **Formation of Man,** *p. 28*

Deterred by the underlying prejudice and fear with which one's personality is fundamentally formed in early childhood, the mature exercise of faith in the "normalized" child is ordinarily quite difficult, if not impossible. The adult's daily association with others in society tends to reflect the essential drama of blame, punishment, manipulation and repression from one's formative period of early childhood. Within such a complex hidden drama, "faith" appears more as irrational "superstition"— a sort of childish "credulity" associated with weakness and dependency on others.

Credulity

> *"Credulity is, indeed, a characteristic of immature minds which lack experience and knowledge of realities . . . credulity may exist in adults . . . as a mark of the uncivilized."*
>
> **Maria Montessori**
> *from* **Spontaneous Act. In Ed.,** *p. 259*

The capacity for true faith does not emerge in the immature mind which merely "absorbs" its environment without significant discernment or discretion. Such an "absorbent mind" reflects a quality of "credulity" which is vital to the young child's formative development at such time. After about the age of six, the normal child loses its unique "absorbent mind" as it acquires the capacity for mature thought, creative imagination and real faith based on its own further experiences. Distinct from immature "credulity", such real faith expresses a mature experience which is the very sentiment of truth itself.

Sentiment of Truth

> *". . . faith and fable are 'as the poles apart' since fable is in itself a thing without faith, and faith is the very sentiment of truth."*
>
> **Maria Montessori**
> *from* **Spontaneous Act. in Ed.,** *p. 266*

Based on truth, real faith is fundamentally distinct from the "credulity" associated with the immature mind. However, such distinction is frequently confused by widespread prejudices and fear. Even religion and education can readily institutionalize "credulity" under the guise of "faith". By contrast, true Montessori teaching is guided by faith in the truth of the "normalized" child—extending far beyond the immature state of "credulity" with which popular traditional education is ordinarily associated.

Beyond Credulity

> *"Credulity gradually disappears with experience . . . the evolution of civilization and of souls tends to diminish credulity . . ."*
>
> **Maria Montessori**
> *from* **Spontaneous Act. in Ed.,** *p. 261*

Cont'd. on Page 3, Col. 2

Look for the

May Observer

featuring

Rewards and Punishments

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LETTERS TO IMS

February 10, 1988

Dear Mr. Havis:

I want you to know that I am all for the Montessori education . . . The problem that I am facing right now is that not too many people in New York know about the Montessori education. We have to get together soon, to see if we can do something to expand this new education in New York.

Cordially yours,

Ester Riveros
Les Enfants Montessori School
Astoria, New York

February, 1988

Dear Mr. Havis,

you personally started the most amazing changes in me as a person, mother, wife and "child within" . . . After completing lesson #1 (of the "Independent Study Course") where I was to go back into my childhood I became unhappy, nervous and unfocused. I was waking up in the morning full of self hate . . . I tried to do lesson #2 but the pain was too great . . . I would very much like to finish this course. In many ways it may have saved my life . . . I am also wondering if other people have had such startling changes happen because of this correspondence course.

Thanks so much,

Nancy Boehm
Maui, Hawaii

February, 1988

To Lee Havis:

Thank you for the Atlanta conference (Feb. 6-7, 1988). I have allowed the children to solve their own problems and it works!! I didn't realize how easy my job could be!

Dana Knight
Lawrenceville, Georgia

February, 1988

To Lee Havis:

I left the Atlanta conference (Feb. 6-7, 1988) with a much greater insight into just what a "commitment to Montessori principles" means. I have been a commitment to the Montessori principles this week. Thank you,

Virginia Jones
Lilburn, Georgia

February, 1988

Dear Lee,

Again, I thoroughly enjoyed the conference (Atlanta, GA, February 6-7, 1988), but I disagree with something you said, that we may be inspired for a short time after—only to return to our old ways. That may be true to a very small extent. What I have found is that the profound and the quiet understandings I gain have only grown with time. I believe the changes in the way I am with children are permanent. I have gotten something new, something different, something deeper at each conference, even in the midst of great misunderstandings among each other. Thanks again.

Bonnie Sanders
Beaufort, South Carolina

February 21, 1988

Dear Lee,

I thank you everyday for your insight on the Montessori principles. As the children become more normalized, their dependency on the adults in the environment is beginning to diminish. Peggy and I are *really* observing. More and more lessons are being taught by the children and *not* by the adult.

Last week we had an observer from India. She was awed by the degree of spontanous activity among the children. She was especially moved by the tenderness and care given to the younger ones by the 5-year olds. As she observed, she and I noted all the similarities to Montessori principles in India and those being applied in our classroom. With relief she exclaimed, *"I'm so happy to see Montessori is the same in the United States as it is in India!"*

Fondly,

Kathy Graham
Atlantic Beach, Florida

Faith

Cont'd. from Page 2, Col. 3

Beyond the constant tendency towards "credulity" in adult society, true faith reveals the unknown possibility of creative being in each new moment of time. By merely thinking of the phrases "observation", "individual liberty" and "preparation of the environment", one is already "being" a true Montessori teacher—distinct and independent from the ordinary default condition of being as "personality". As a "control of error" over time, these three Montessori principles provide a real process for one's exercise of faith in the eventual emergence of the "normalized" child. Even repeated failures in what one "does" with children is considered as part of this process of "correction of error" with which one's perfection of Montessori teaching is necessarily associated.

Repeated Failures

> *"Every great cause is born from repeated failures and from imperfect achievements."*
> **Maria Montessori**
> *from* **Montessori Method**, *p. 6*

Faith in the "normalized" child is reflected outwardly in various tentative experimental actions which invariably include considerable failure and error in one's expansive being as a complete "commitment to Montessori principles". Since the child is considered essentially as an "unknown being", observation is only "complete" over time as a process of considerable patience and experience. Courage to admit and correct repeated failures in such Montessori teaching is how one's faith is manifested in action on behalf of the unseen inner spirit of the child's true nature.

Faith in Action

> *Through long experimentation we have now arrived at much elimination of error, and the possession of a key which can unlock for children the gates of a healthy and happy education. On our courage and perseverance in its use depends the future of humanity."*
> Maria Montessori
> *from* To Educate the Human Pot., *p. 118*

Despite its verification as truth in the experience of many besides Dr. Montessori since 1907, the "normalized" child yet remains a most fragile reality in opposition to the widespread conditions of prejudice and fear which have become generally institutionalized in society as traditional education. The discovery of such an "impossible reality" as the "normalized" child must still be won as a great personal victory of faith, courage and patience with children—far beyond any mere belief or some theoretical, academic "understanding". Limited to the individual efforts of a few, Dr. Montessori's great vision of a "new education" remains yet a rather foolish hope readily crushed out by the continuing repression of children which has become so established in society under the guise of "education".

Cont'd. on Page 4, Col. 2

. . . In the Field

By Alethea Shiplett

Florence Swaminathan (IMS Student) attended the Society's Ft. Worth conference in November, 1987 from which she gained so much insight and "courage" that she is now gathering interest for another such Texas Montessori conference. She says of the conference *"It gave me the courage to actually apply Montessori principles with children."* If interested in attending a new Texas Montessori conference, contact Florence Swaminathan at 11914 Creekhurst Drive, Houston, Tx 77099; (713) 568-2066.

Reflections

Cont'd. from Page 1, Col. 3

finished, please make sure everything is dry." I kid you not—one hour and twenty minutes later this child came and gave me a hug and said *"I put it away."*

The material was back on the shelf—refilled with water, the table, floor and chairs were dry and the remaining towels were placed by the kitchen doorway gate. This child has never touched that exercise again and is currently working very, very carefully with sensorial materials (his choice).

Umbrella Accreditation

Cont'd from Page 1, Col. 1

On February 15, 1988, representatives from many Montessori organizations and institutions (including those represented at the meeting held on January 29-30, 1988) met in Berkeley, California to consider Montessori accreditation structure and procedures. After an initial discussion of the history and purpose of accreditation in the field of Montessori education, a motion was passed to constitute the assemblage as an *ad hoc* committee for the purpose of establishing an umbrella accreditation agency for the accreditation of Montessori education programs.

The *ad hoc* committee, designated as *"Accreditation Council for Montessori Education" (ACME),* intends to meet again on May 14-15, 1988 to consider proposals for a specific structure of the new agency.

For further information about the formation of a new "umbrella" accreditation agency in Montessori education, contact: IMS, 912 Thayer Ave., Silver Spring, Maryland 20910.

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Faith

Vol. IX, No. 2
March, 1988

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Moments of Peril

The Demonstrative Child

from ***Observer****, January, 1988*
Response by Lee Havis

The emotional "demonstrative child" reflects an essential "power struggle" and "fantasy" which primarily implicates the adult personality as detrimental in the environment. To remove this detrimental influence is delicate indeed—to distinguish between *"having"* a personality and *"being"* a "commitment to Montessori principles".

With a "power struggle", one's first attention should be directed towards the three Montessori principles—by saying them to oneself over and over again like a "mantra". From this "being", there will gradually emerge the ability to stand and watch the inevitable emotional tirade in the "moment of peril".

As the child's "emotionality" becomes evident in verbal expression, there may emerge an opportunity to expand the Montessori principle of "observation" as a process of active questioning; e.g. *"why would you want to hurt the school?"; "why are you feeling so angry?"*, etc. Through this patient and expansive "observation", the underlying drama of repressed feelings will gradually reveal itself, allowing the child's temper to find its own natural resolution as it returns to the normal activity of real goal-directed activity with a calm and happy spirit.

The "Clean up" Lady

David, a distracted self-absorbed three year old, has poured out all the rice from the rice pouring activity onto the floor. (There is no eye contact with the teacher.) David then proceeds to wander off to pick out another object from the shelf, taking it to a table to engage in further fantasy manipulation with the object. As the teacher sees other children slipping on the spilled rice, she proceeds to clean it up herself and put the rice pouring activity away for the rest of the day. How to disengage from being the "clean up" lady and to effectively encourage independence in children?

Faith

Cont'd. from Page 3, Col. 2

Foolish Hope

> *"It is foolish to hope or even imagine that theoretical reforms or individual efforts could fill a void as that which has been made in the world through the oppression of the children."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p. 207*

While massive prejudices persist in the world to unconsciously suppress the reality of the "normalized" child, individual efforts for a "new education" remain as yet quite tentative and uncertain to say the least. Through traditional education, many parents and teachers continue to unconsciously repress the child's true nature so that the same essential repressive patterns of the past tend to continue and stabilize likewise in future generations. In such circumstances, hope in the "new education" must primarily remain as an inner experience with little, if any, supportive tangible evidence in the reality of external appearances.

Hope

> *"This is the hope we have—a hope in a new humanity that will come from this new education . . ."*
>
> **Maria Montessori**
> *from* **Reconstruction in Ed.**, *p. 14*

Real hope in Montessori teaching emerges as a result of one's faith in the reality of the "normalized" child—even as one's immediate circumstances may appear as indeed quite "hopeless" and discouraging. Beyond whatever transitory feelings of "discouragement" and "fear" which may arise in the process of Montessori teaching, the children themselves offer hope in a "new humanity" as they reveal a genuine faith in life which can sustain itself even in the face of considerable adversity and hopeless "impossibility".

Faith in Life

> *"Our method encourages children to have faith and confidence in the Author and Preserver of Life."*
>
> **Maria Montessori**
> *from* **Discovery of the Child**, *p. 299*

With faith in three infinite and eternal principles of nature, the Montessori teacher finds a harmony in the emerging faith of children in that which rises above the "hopeless" appearances of external reality. By thinking about these three Montessori principles in those most difficult moments of peril and tension, one's being is distinguished from its ordinary identification with "personality" to ultimately reveal a reality which is more than man itself.

More than Man

> *". . . to be more than man. This is a dream to him who lacks faith; but it is the realizable goal, the aim of life, to him who has faith."*
>
> **Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p. 346*

As a "commitment to Montessori principles", one's being transcends the customary definitions of "man" as it is ordinarily known from past experience. With children, this expansive new way of being as a true Montessori teacher reveals the "normalized" child in complete harmony with its environment—to substantiate one's faith in creative being which is constantly evolving a new reality for the unknown future of humanity.

Positions & Placements

Montessori Teachers Head teacher (9-12); ½ time assistant teacher (9-12); Full-day assistant teacher (6-9). School founded in 1980 by parents, and currently in 4th year in own building. Located in rural setting near two universities. Salary negotiable and competitive. Applicants willing to attend training acceptable. Reply to director: Karen Drazen, Oak Grove Montessori School, 132 Pleasant Valley Rd., Mansfield, CT 06226.

May, 1988 Vol. IX, No. 3

IMS

The Montessori
OBSERVER

Rewards and Punishments

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Pennsylvania Montessori Conference
Dramatic Step Forward for New Education

On April 23-24, 1988, the Society held its second Pennsylvania Montessori conference in Reading, Pennsylvania—a most dramatic step forward in the Society's work of "creating the new education" in that area of the United States. In attendance were school owners, teachers and parents from throughout the states of Pennsylvania, Maryland, New Jersey, New York, Connecticut, Massachusetts and Vermont. Many students and graduates from the Society's Montessori teacher training program were also in attendance from throughout the region to help support and encourage this important creative opportunity.

Conducted by **Lee Havis**, the two-day weekend conference considered such practical teaching concerns as managing misbehavior according to the Montessori approach of "control the environment, not the child". The conference particularly considered how personal experience and actions at the conference could be compared to similar circumstances of challenge and opportunity with children and other adults in one's own school and community. This comparison was particularly useful to distinguish one's being as "personality" from that of "commitment of Montessori principles".

Further Society conferences are scheduled for Jacksonville, Florida (*June 4-5, 1988*); Milwaukee, Wisconsin (*August 6-7, 1988*); and Greenville, South Carolina (*August 13-14, 1988*). To register or to obtain further information, contact: International Montessori Society, 912 Thayer Ave., Silver Spring, Maryland 20910, Tel. (301) 589-1127.

Child working with practical life "spooning" exercise at Montessori Tides Montessori School (Atlantic Beach, Florida)

Education Meets Nature in Florida

The Hilltop Montessori School (Hollywood, Florida) places a special emphasis on combining nature with education within its total Montessori environment. **Carol Bubani**, Hilltop owner and director, believes strongly that "*learning need not be confined to the classroom.*" Accordingly, Ms. Bubani provides many opportunities for the children to observe and care for animals and otherwise engage in a wide range of outdoor study of nature.

Ms. Bubani is also co-owner with **Dr. Jerome Taft** of the University Private School (Davie, Florida). This second school site includes a large outdoor setting providing interesting experiences with domesticated animals and wildlife and plants which are uniquely characteristic of this tropical part of southern Florida.

In November, 1987, these two schools funded the attendance of a large percentage of their teaching staff to participate in the "*Creating the New Education*" conference held in Ft. Lauderdale, Florida on November 22-23, 1987. **Sylvia Starkie** (IMS '87), staff member at the Hilltop School, was a principal coordinator for this first Society Florida Montessori conference.

For further information, contact: Carol Bubani, Hilltop Montessori School, 2921 S.W. 56 Ave., Hollywood, Florida 93023; Tel. (305) 987-5485.

Montessori Conferences

June 4-5, 1988	**Jacksonville, Florida**
August 6-7, 1988	**Milwaukee, Wisconsin**
August 13-14, 1988	**Greenville, South Carolina**

The conference entitled "Creating the New Education" is sponsored by the Society to extend awareness and practical application of Montessori principles with children. Conducted by Lee Havis, Society executive director, this two-day weekend conference includes an analysis of managing misbehavior according to the approach of "control the environment, not the child".

Pre-paid registration for the full two-day conference is $150 per person ($120 for Society members). The payment due date is four (4) weeks before the scheduled date of the conference. A late fee of $50 applies for registrations submitted after the payment due date.

Send registration fee to: International Montessori Society, 912 Thayer Ave., Silver Spring, Maryland 20910, Tel. (301) 589-1127.

New Education Conference Coordinators Needed

The Society is seeking persons to coordinate and help organize participation in its unique two-day weekend Montessori conference entitled "Creating the New Education". The primary function of such conference coordinators is to communicate with local Society members and other persons interested in Montessori education to assure a successful registration and participation in the conference. Such local coordination will help to develop a stronger continuing communication and support of "commitment to Montessori principles" in the area—well beyond the single event of the conference itself.

The Society maintains a close working regular communication and personal relationship with its coordinators throughout the entire process of conference organization—to help resolve whatever problems and difficulties that may arise in the course of such efforts. In addition, the Society provides appropriate names, addresses, telephone numbers, specific conference literature and other information and assistance as may be required and useful for the particular circumstances. Conference coordinators are presently designated in the states of Florida, South Carolina, California, Wisconsin and Maryland.

Initial coordination efforts are directed towards personal communication with local schools and individuals to establish a basis of knowledge and interest in the Society's conference. Thereafter, the Society will schedule and sponsor its "Creating the New Education" conference for a date and location according to the specific interest that emerges from the initial communication. For further information about the Society's conference coordination, contact: IMS, 912 Thayer Ave., Silver Spring, Maryland, 20910, Tel. (301) 589-1127.

Rewards and Punishments

by Lee Havis

> *". . . if a child has to be rewarded or punished, it means he lacks the capacity to guide himself, so this has to be supplied by the teacher."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 245*

Rewards and punishments in ordinary education reflect the wide-spread belief that children lack a substantial inner guidance for their own constructive self-development. By contrast, Montessori education views the child as capable of guiding its own normal development—the adult role in this development being more that of a supportive assistance to prepare a proper "normalizing" environment. Montessori teachers therefore "control the environment, not the child" in the process of providing a responsive condition of life for the child's own independent normal development.

Conditions of Life

> *". . . faults can be made to disappear without the need of preaching, punishment or even setting a good example by the adult. Neither threats nor promises are needed, but conditions of life."*
>
> **Dr. Maria Montessori**
> *from* **Ed. for a New World**, *p. 78*

The Montessori environment represents a condition for natural spontaneous expression in children in which all goal-directed activity is invited and welcome. Such an expansive condition of life may be best described as a process of the adult's being a complete commitment to three fundamental infinite principles of nature: (1) "*Observation*"; (2) "*Individual Liberty*"; and (3) "*Preparation of the Environment*". These three Montessori principles provide the adult with an inner "directionality" to expand as a process of their continual conscious awareness with children. Within this expansive Montessori environment, the child is able to correct its own mistakes by following the mysterious guiding force of nature within itself. Misbehavior and disorder disappear spontaneously in time to reveal eventually the child's own true "normalized" nature in complete harmony with the entire environment. Montessori teaching is therefore sharply distinct from the moral organization of traditional education which imposes direct adult control in the form of various rewards and punishments.

Moral Organization

> *"Prizes and punishments . . . are exponents of the moral organization of the school."*
>
> **Dr. Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p. 315*

The moral structure of traditional education generally reflects that of adult society, i.e., rewards for "obedience" and punishments for violations of the established authority. Since children are essentially assumed to be like adults as generally dependent, unreliable and morally deficient, a system of rewards and punishments with children appears as both "logical" and "necessary". Within such a restrictive moral organization, rewards and punishments are commonly imposed through various classroom rules and procedures under the guise of justice.

Justice

> *"In schools and in society . . . justice often means only that there is a single law for all, for the rich and powerful and for those dying of hunger. . . ."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 284*

"Justice" in ordinary education emerges as a subtle expression of prejudicial discretion and manipulative power enforced by the prevailing figures of adult authority. Although devices such as classroom rules may appear to provide a superficial "equality" of treatment for all, individual differences are necessarily overlooked, diminished or disregarded. Such a limited concept of "justice" does not fully account for many important individual differences; e.g., natural instincts, biological limitations, abilities, prior experiences and opportunities. Limited by the teacher's control, judgment and approval, all success, progress and achievement in children emerges generally as a process of intense rivalry and social competition.

Competition

> *". . . a deficient child . . . becomes more and more discouraged as the zealous teacher scolds and punishes him for his weakness and points out the radiant example of the strong."*
>
> **Dr. Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p. 317*

A system of rewards and punishments is necessarily accompanied by a considerable competition as the children struggle for the conditional approval available from the prevailing adult authority. The young child is thereby distracted from its own self-directed normal growth to compete with others for the limited gain and benefit of external approval. Within such a competitive social environment, the more capable children become distorted and limited in their mental and emotional development, while the less capable children tend to acquire a self-defeating attitude of general resignation and discouragement towards life.

Discouragement

> *"All the crosses made by the teacher on the child's written work, all her scolding, only have a lowering effect on his energies and interests . . . if a child is to stop making mistakes, he must become more skillful, and how can he do this if, being already below standard, he is also discouraged?"*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 245*

Traditional teachers tend to discourage the child's own independent self-development through the use of such devices as group instruction, the grading system and standardized tests. The more deficient children may well feel this discouragement most heavily when even their very best efforts towards improvement and correction are consistently undervalued or unfavorably compared with the work of others. Children who customarily receive low grades and disapproval from the teacher may eventually give up entirely on making any serious efforts to correct their own mistakes—seeking instead the relative comfort of dependence on adult authority or escape from reality altogether into a world of fantasy and habitual misbehavior. Discouraged children gradually develop a diminished self-image wherein feelings of envy arise for that which apparently cannot be attained through their independent effort, ability and skill.

Envy

> *"Envy and struggle are roused by the limitation of what can be conquered. A vast space gives different sentiments—sentiments which engender a passionate devotion for what makes for real progress."*
>
> **Dr. Maria Montessori**
> *from* **The Formation of Man**, *p. 49*

Greed and envy naturally arise from the condition of rewards and punishments imposed by traditional education. By contrast, children

Cont'd. on Page 3, Col. 2

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September Observer

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Lee Havis, Executive Director

The *Montessori Observer* is mailed six times each year to Society members throughout the world. The *Observer* is sent during the months of January, March, May, September, October and November. The purpose of this publication is to provide news and information about the development of Montessori education to extend awareness of Montessori principles and to promote harmony within the Montessori community.

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The International Montessori Society is sponsored by Educational Services, Inc., a non-profit corporation organized in Maryland, U.S.A. The Society's purpose is to support the effective application of Montessori principles throughout the world.

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Subscription to this *Observer* publication may be obtained by requesting Society membership which is open to all individuals for a $20 annual fee. Society members also receive a subscription to the *Montessori News*. Send request for membership benefits.

ADVERTISING

Advertising space is available for services and products relating to Montessori education. Marketplace ads are $7/line. Position and Placement ads are $10 each and will be set and edited by the Society to conform to space requirements. Write for the Society's advertising outline as to rates and other information about design advertising.

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LETTERS TO IMS

March, 1988

Dear Lee,

I want to acknowledge the important contribution you have helped me to make to my children, husband, school and church. Through your efforts to help me discover and understand my personality, my life style is very positive. I understand it will be a continual struggle to separate my true being from my personality but it will be well worth the effort.

With Great Appreciation,

Jean C. Wilson
Lawrenceville, Georgia

***Ed. Note**: Jean Wilson is a student in the Society's Montessori teacher training course. She also attended the recent Society conference in Atlanta, Georgia (February, 1988).*

February 24, 1988

Dear Lee,

Thank you for sending information about the Society's membership program. I accept your invitation to participate in the work of creating "the new education."

After listening to you (and) reading the 'Montessori News' (several issues), I feel your work on behalf of the child and those people, including myself, who understand and believe in the reality of "the normalized child" is valid and necessary . . . I know your Society will help me and I wish to support your work in any way I can.

Sincerely,

Nancy Hawkins
Santa Fe, New Mexico

March 31, 1988

Dear Mr. Havis,

. . . I am planning to make a speech on the new Montessori movement in the U.S. including your Society's activities at the Japanese Society for the Study of Education. This is the greatest society in Japanese educational circles . . . I have been interested in your activities, in other words, your Montessori Movement, which you have developed . . .

Very truly yours,

Kimiko Kai, Assoc. Professor
Kyushu Jogakuin Junior College
Kumamoto, Japan

Reflections . . .

Killing Time

By Alethea Farzad
(College Park, Maryland)

After the children had eaten their treats for the Valentine's Day party, the adults were wondering what to do to "*kill some time*" because they had finished eating rather quickly and it was early in the morning program for them to conclude with handing out Valentines.

But what happened was more spontaneous and rather snuck up on us, the adults. The children immediately began to return to their work. They got out materials and the flow of work activity began again, almost without any sense of it having been interrupted.

There was no rowdiness or misbehavior, or no desire expressed to get to the part where they could hand out their Valentines. It was as if they wanted to get this interruption over with and get back to work. This happened again, after they had passed out their Valentines. They again, all returned to work. It was the most amazing thing I have ever seen.

***Ed Note:** Alethea Farzad (IMS '88) reflecting on her observations in a Montessori environment.*

Rewards and Punishments

Cont'd. from Page 2, Col. 3

working according to their own individual interests in the Montessori "normalizing" environment come to happily share in the accomplishments and successes of each other. When mistakes do occur in the Montessori environment, they are resolved indirectly by removing the obstacles in the environment to thereby give more space for the spontaneous revelations of the child's own true nature.

Giving Space

> *"The usual conception of direct correction and suppression of defects is wrong . . . Correction is possible only by expansion, by 'giving space', by opening up the means for the expansion of the personality.*
>
> **Dr. Maria Montessori**
> *from* **The Formation of Man**, *p. 49*

The Montessori environment gives an expanding space for the child's true nature to freely emerge according to the teacher's growing awareness of the three Montessori principles. The specific principle of "preparation of the environment" directs the Montessori teacher to remove or resolve all detrimental influences in the child's environment. Any direct adult "approval" or "encouragement" of the child which may arise in such Montessori teaching is only responsive in nature—a result of the initiative and invitation of the child itself.

Encouragement

> *"The valet . . . may even say 'How lovely' of something he does not find beautiful at all. In the same way, if a child shows a wish for our approval, we should give it generously."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 281*

The true Montessori teacher serves as a good "valet" to offer encouragement to the child—"encouragement" not as an external reward, approval or motivation for order or good behavior, but rather as a responsive support to the child's own emerging spiritual expression. Teacher approval in Montessori education does not aim therefore to objectively judge or to avoid judgment with respect to the superficial quality of the child's work, but rather to subjectively encourage the child to gain a greater self-confidence and freedom in its own independent activity in the environment. As the child develops profound concentration on work of its own free choice, the need for this type of supportive encouragement and approval tends to diminish and disappear entirely.

Pride and Avarice

> *"The child, in fact, once he feels sure of himself, will no longer seek the approval of authority after every step . . . What interests him is finishing his work, not to have it admired, nor to treasure it up as his own property. The noble instinct that drives him on is far removed from pride or avarice."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 274-275*

As children become "normalized" in the Montessori environment, they increasingly pursue their own self-directed independent activity and interest—without the customary pride or avarice which otherwise so commonly accompanies the attainment of various external goals and rewards. Traditional teaching tends to deter this process of "normalization" in

Cont'd on Page 4, Col. 1

Moments of Peril

The "Clean Up Lady" Syndrome

from **Observer**, *March/1988*
Response by Lee Havis

Adults who "clean up" after children tend to reflect in their own "personality" expression a detrimental influence in the environment which deters the independence and "normalization" of children. Such adults must especially examine how their reactive tendencies emerge from one's urgent impatience, embarrassment or humiliation with respect to "looking good" in a purely external sense.

Rather than "pick up" after a disorderly child, the effective Montessori teacher must "*prepare the environment*" consistent with a child's complete "*individual liberty*" to return materials to their proper place in the environment. If "physical objects" are being misused, a firm hand may be placed on such "physical objects" to effectively control this particular aspect of the child's environment. As the child looks up and eye contact is established with the adult, one can then direct the child in a friendly way to attend to the prior disorder. If the child appears confused or resistant to this direction, the teacher can invite the child to "*watch*" as she shows the first part of the "clean up" work. Such "clean up" lessons are in the nature of "practical life" exercises to develop independence in the children's care of their own environment. Sometimes other children can be invited to participate in this "clean up" process.

In any case, the adult's substantial "clean up" other than this delicate lesson presentation process to develop and enhance the child's independence should be conducted *only* after the children have left the environment for the day. Otherwise, the adult's presence tends to emerge as detrimental—to buildup dependency and disregard in the children being supervised. The adult's being as "commitment to Montessori principles" is therefore quite distinct from the more limited role of "clean up lady".

Total Chaos

The classroom is full of many 2-3 year old children who imitate each other pulling objects off the shelf, putting them in their mouth, throwing them on the floor at each other and fighting each other for their possession. There is no discernible "hub" of the chaos and disorder. What to do?

Answer in **Observer**, *September 1988*

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May, 1988
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Rewards and Punishments

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Rewards and Punishments

Cont'd. from Page 3, Col. 2

children by interrupting the child's goal-directed activity in moments of profound concentration. Such interruption often arises as well-meaning yet unsolicited "encouragement" in the form of some sort of praise.

Praise

> *"Mistakes are often made . . . by uttering an encouraging 'Good', in passing a hitherto naughty child, who at last is concentrating on some work. Such well-meant praise is enough to do damage; the child will not look at work again for weeks."*
>
> **Dr. Maria Montessori**
> *from* **Ed. for a New World**, *p. 88*

Traditional education with its active "teaching" role for the adult tends to interfere with the child's normal development through various forms of external motivation, praise and approval. By contrast, the Montessori teacher assumes a more passive role of "observation" which allows the children to become increasingly concentrated on their own independent activities. Such "observation" directs itself primarily to an awareness of all detrimental influences in the environment—even to those most subtle forms of adult "personality" expression which arise as unconscious manipulation.

Manipulation

> *"We not only do not force a child, but we do not even invite him, or in any way coax him to do that which he does not wish to do."*
>
> **Dr. Maria Montessori**
> *from* **Montessori Method**, *p. 302*

The tendency of adults to control children may well arise unconsciously as subtle manipulation to induce certain "good" behavior in children which in outer form appears as quite useful and constructive to their development. Teachers engage in this subtle manipulation by such means as offering restrictive choices based essentially on prejudicial adult judgment as to what the child "needs" at the particular time, e.g., "would you like to do *this* or *that*?". More expansively, the offering of real "choice" is that which directs inquiry for a process within the child itself; e.g., "what work would you like to do now?" The child is thereby allowed its own complete freedom to choose from among the full range of possibilities for work in the environment.

Freedom to Choose

> *". . . the children must be free to choose their own occupations . . . No work may be imposed—no threats, no rewards, no punishments."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 263*

Guided from within by the principle of "Individual Liberty", the Montessori teacher avoids even subtle forms of manipulation and control over children. Lesson presentations are therefore intentionally kept brief and simple to diminish any unnecessary influence of the adult personality in the process of one's "preparation of the environment". By controlling the adult presence in the child's environment, even the most disorderly and discouraged of young children will gradually come to discover and follow their own independent road to life.

Road to Life

> *"Sweetness, severity . . . do not help at all. We do not sentimentalize over the troublesome child, or call him stupid; . . . he must construct his own behavior from life and its experiences, and if set on this road of life, all will be well.*
>
> **Dr. Maria Montessori**
> *from* **Ed. for a New World**, *p. 77*

The adult's being as "commitment to Montessori principles" gives the child the necessary space to find its own way along the road of life. The three Montessori principles serve as the adult's inner "control of error" in the process of removing detrimental influences in the child's environment—including particularly the detrimental presence of the controlling adult "personality". This Montessori teaching to "control the environment, not the child" does indeed show that children have their own means within themselves to guide their own normal development—without the detrimental adult imposition of various rewards and punishments.

. . . In the Field

By Alethea Farzad

Kathy Graham (Ft. Lauderdale, FL conf., 11/87), Administrator of Montessori Tides Montessori School in Jacksonville, FL, is serving as conference coordinator for a Society conference to be held in Jacksonville on June 4-5, 1988. For more information, call Kathy at (904) 241-1139 . . . Amy Wald (IMS Student, Jackson, WI) reports "exciting results" after attending the Society's conference in Rhinelander, Wisconsin in October, 1987, and that she "hopes to bring these results to others in her community". Amy is now coordinating the Society's second Wisconsin Montessori conference, scheduled for the Milwaukee area on August 6-7, 1988. To register, contact Amy Wald at (414) 677-4610 . . . Brad Wright-Hulett (Atlanta, GA conf., 2/88) is currently authoring a series of articles on Montessori principles and the contribution of Montessori to the spiritual advancement of humanity and as a means of promoting peace for *CounselNet*, a publication committed to the promotion of such principles. Brad writes that "the conditions required to fulfill the child's potential" lie in commitment to Montessori principles and therefore "should be investigated".

Positions & Placements

Montessori Teachers: (2-6), (6-12); Fall, 1988, possibility of part-time summer, 1988. Salary negotiable dependent on experience and training. School established in 1968, situated on 9 wooded acres adjacent to Michigan State University. Send letter of application and resume to: Lila Radway, Michigan Montessori Internationale, P.O. Box 49, Okemos, Michigan 48864.

Montessori Teacher: (3-6), for two classes (a.m. and p.m.) in August, 1988. Salary negotiable, insurance, benefits. Well-established school, new building, waiting list. Send letter of application, resume and references to: Staff Search Committee, Montessori School of Champaign-Urbana, 1403 Regency Dr. East, Savoy, Illinois 61874.

September, 1988

Vol. IX, No. 4

IMS

The Montessori

OBSERVER

Will

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Participants discuss "managing misbehavior" at the Society's conference "Creating the New Education" June 4-5, 1988 (Jacksonville, Florida)

Second Society Conference in Florida Held in Jacksonville

The Society's second Florida Montessori conference entitled "*Creating the New Education*" was held in Jacksonville, Florida on June 4-5, 1988. **Kathy Graham,** director/owner of the Montessori Tides Montessori School (Jacksonville Beach, FL), was the local coordinator to help with registration and other pertinent communication for this two-day weekend conference which included the participation of many parents from her school. School owners, teachers and other persons attended the conference from the states of Florida, Georgia, Texas and Maryland.

Conducted by **Lee Havis,** Society executive director, the conference discussion offered many practical examples of how to manage misbehavior by applying Montessori principles to "control the environment, not the child." The specific agenda derived completely from the personal issues and scenarios of misbehavior brought and offered by the participants themselves.

The Jacksonville conference was one of the latest of a series of similar Society conferences which have been successfully conducted in the United States since 1986. Havis stated that this latest Society conference "showed that Montessori principles can be readily understood and practiced by persons from a wide diversity of background and experience. However, the most favorable results to stabilize "normalization" over time come from a considerable persistence and support from others on a continuing basis. I encourage students in the Society's Montessori teacher education program and other serious Montessori practitioners to attend at least one Society conference each year as a minimum 'maintenance' support schedule to assure a continuing effectiveness of true Montessori teaching."

For more information about the "Creating the New Education" conference, contact: International Montessori Society, 912 Thayer Ave., Silver Spring, Maryland 20910, Tel (301) 589-1127.

Moments of Peril

Total Chaos

from **Observer**, *May 1988*
Response by Lee Havis

Amid total chaos of 2-3 year old children, there appears no single child as a discernible "hub" from which one can distinguish and analyze the pertinent environment according to the proposition of "control the environment, not the child". One must therefore consider *any* child the "hub" for purposes of analysis here and proceed to consider the various elements of the resulting "environment"; i.e., other children, adult personality, and physical objects.

To determine the *primary* detrimental influence in this environment, one must recognize that the element "other children" is confused and uncertain in this scenario of general chaos where imitative social behavior is evident among *all* the children. One is therefore guided to consider a control of either the "adult personality" or "physical objects" in such circumstances. Since "adult personality" is *always* detrimental to some extent in *any* misbehavior scenario and subject to considerable difficulties as to its "control", one is therefore

Cont'd. on Page 3, Col. 1

New Coalition Formed for Educational Freedom

On May 4, 1988, the International Montessori Society met with other groups in the United States to consider how interested persons could more effectively work together on behalf of their common concerns for "educational freedom". Held in Washington, D.C., this meeting was called by the Thomas J. White Foundation (St. Louis, MO) to form a coalition for educational freedom to expand communication and mutual participation in this field. A steering committee has been designated to coordinate the coalition's various activities with an office staff and facilities volunteered by the Thomas J. White Foundation.

Known as *Americans for Educational Choice*, the coalition includes the participation of over 35 organizations which intend to work together to advance educational freedom by supporting two specific concepts: (1) the right of parents to unpenalized freedom of choice of schools for the education of their children without a loss of a share of tax funds raised for education; and (2) the right of parents to educate their children without unnecessary governmental control and/or regulation. The May 4, 1988 meeting considered various measures to further these concepts; e.g., the use of "educational vouchers" and the establishment of less restrictive government control of private education.

The coalition is sponsoring a testimonial dinner for retiring United States Secretary of Education **William J. Bennett** on Monday September 19, 1988 in Washington, D.C. Secretary Bennett is being recognized by the coalition since he has suggested certain key proposals which correspond with the coalition's

Cont'd. on Page 3, Col. 3

Creating the New Education

Harlingen, Texas

September 24-25, 1988

Pre-paid registration for the full two-day conference is $150 per person ($120 for Society members). The payment due date is four (4) weeks before the scheduled date of the conference. A late fee of $50 applies for registrations submitted after the payment due date.

Send registration fee to: International Montessori Society, 912 Thayer Ave., Silver Spring, Maryland 20910, Tel. (301) 589-1127.

Will

by Lee Havis

> *". . . the will is not a simple impulse towards movement, but the intelligent direction of movement."*
>
> **Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p. 171*

Montessori teaching requires a considerable exercise of will to sustain the directed movement of one's being on behalf of the emergence of the child's own true nature; i.e., the "normalized" child in complete harmony with its environment. Lacking sufficient will, one is readily overcome by many prejudices and obstacles in society which persistently arise to deter and limit one's effective being with children. The Montessori teacher must therefore exert a substantial will to consciously create a "normalizing" environment with children in each new moment of time—to "be" in a manner which distinguishes itself in outer form through many different types of specific tangible adult action.

Action

> *"There can be no manifestations of the will without completed action . . . To think and wish is not enough. It is action which counts."*
>
> **Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p. 171*

Being a Montessori teacher implies a continual process of willful action, restraint and forbearance which is generally quite distinct from the comfortable patterns of ordinary being as "personality"; i.e., one's total identity of "self" with respect to others. Guided from within by three specific fundamental principles of nature; i.e., (1) "Observation"; (2) Individual Liberty"; and (3) "Preparation of the Environment", the Montessori teacher is necessarily compelled to balance certain impulsive tendencies with the demands for a more expansive patience, self-restraint and inhibition in one's various actions—to "control the environment, not the child". Practical ability and skill in Montessori teaching is therefore considerably limited by the extent of one's will as it was fundamentally formed within one's personality during the critical creative period of infancy and early childhood. Such formation arises as a developmental process within the child which first begins at birth as a mysterious natural instinct or "impulse" for movement.

Impulse

> *". . . the divine urge . . . stimulates the child to perform many actions . . . the child feels an impulse to conquer his environment."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 83-84*

From birth, the child begins to develop its will as a necessary integration of its inborn "impulse" for movement to explore the environment with the social need to inhibit such impulse to accommodate to the normal expression of others. Within the Montessori "normalizing" environment, the child's will emerges as a balance between "impulse" and "inhibition"—to reflect the development of a normal personality in harmony with the child's total environment. By contrast, traditional education routinely represses the child's normal development of will by forcing the inborn "impulse" for movement to conform to the various prejudicial limitations of ordinary schooling.

Ordinary Schooling

> *". . . the ordinary school not only denies the child every opportunity for using his will, but it directly obstructs and inhibits its expression . . . the educator does everything possible to destroy the child's will."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 255*

Ordinary schooling tends to repress the natural development of the child's own will by confining its expression to the considerable restriction of group-oriented instruction according to a standardized curriculum. Lacking complete individual liberty in its movement and activity, the child in such a traditional setting tends to develop a weak and dependent personality which may fundamentally persist as such throughout its entire life. Ordinary educational efforts to develop the child's "will" are typically limited by the assumption of prejudicial authority and repression in the adult personality—to force the child to comply with various external demands by directing primary attention to the issue of "obedience."

Obedience

> *"If a child carries out the will of a teacher because he is afraid, or because his affection is exploited, he has no will, and obedience that is secured by suppression of the will is truly oppression . . . the finesse of discipline is to obtain obedience from developed wills . . ."*
>
> **Maria Montessori**
> *from* **Ed. for a New World**, *p. 85*

Obedience to a standardized curriculum of group instruction and traditional teaching is routinely imposed on children as "education" and may be even justified under the guise of developing the child's "will". Since such imposed obedience is directly achieved by repression, manipulation and control of the child, "will" does not fully develop as intended by nature, but rather becomes repressed and limited within a personality of generalized fear, weakness and dependency. By contrast, the Montessori "normalizing" environment offers an expansive individual liberty for the child to freely obey the direction of others as a natural result of its own normal education of the will.

Education of Will

> *". . . the education of the will by means of free exercises wherein the impulses balance the inhibitions . . . would be undertaken at the age when the will is in the process of formation."*
>
> **Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p. 177*

Montessori education considers the normal education of will as an aspect of the child's own self-creative formation of being which develops spontaneously within the child during the critical early childhood period of life. Prior to the age of about six years, the child's "absorbent mind" incorporates environmental experience within itself to naturally acquire such fundamental qualities as a healthy, assertive will. Guided by its own interest for activity and movement, the young child forms such will within itself by a process of exploring the environment through focussed concentration on certain specific physical tasks. Such concentration exercises the child's will by requiring a discipline of movement through the action of inhibition.

Cont'd. on Page 3, Col. 2

Look for the

October Observer

featuring

Character

The Montessori Observer
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Lee Havis, Executive Director

The *Montessori Observer* is mailed six times each year to Society members throughout the world. The *Observer* is sent during the months of January, March, May, September, October and November. The purpose of this publication is to provide news and information about the development of Montessori education to extend awareness of Montessori principles and to promote harmony within the Montessori community.

INTERNATIONAL MONTESSORI SOCIETY
The International Montessori Society is sponsored by Educational Services, Inc., a non-profit corporation organized in Maryland, U.S.A. The Society's purpose is to support the effective application of Montessori principles throughout the world.

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Subscription to this *Observer* publication may be obtained by requesting Society membership which is open to all individuals for a $20 annual fee. Society members also receive a subscription to the *Montessori News*. Send request for membership benefits.

ADVERTISING
Advertising space is available for services and products relating to Montessori education. Marketplace ads are $7/line. Position and Placement ads are $10 each and will be set and edited by the Society to conform to space requirements. Write for the Society's advertising outline as to rates and other information about design advertising.

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LETTERS TO IMS

Dear Lee,

. . . I learned so much from the Ft. Lauderdale conference (Nov. 21-22, 1987). The simplicity of the three Montessori principles are so pure in theory and yet can be so difficult at times to follow through with . . . Children blossom and truly learn with ease and excitement when the obstacles are taken away. I look forward to being able to put the three principles in practice when I begin teaching . . . I'm anxious to share what I've learned with the other teachers I'll be working with . . . I enjoyed meeting you and appreciate your unique ability to encourage your fellow Montessorians to really look at our own personalities in order to improve our true role as guides of children's learning—just as Maria Montessori intended . . . It was a refreshing approach for an educator's conference . . . Thanks again for the experience.

Winifred Rice
Perry, Florida

Moments of Peril

Cont'd. from Page 1, Col. 2

directed to control the "physical objects" in the present situation as a matter of *primary* attention and concern. (With older children, the "adult personality" might well emerge as the *primary* detrimental influence involving such phenomena as "eye contact" and verbal dialogue in otherwise similar circumstances. An analysis of control of the "adult personality" would then emerge as one's primary concern in such circumstances.)

To control the "physical objects" in a situation of "total chaos" may well begin with any nearby object being abused; e.g., by simply holding it firmly (not grabbing) to assure some initial measure of immediate order. Thereafter, "eye contact" and verbal direction might be possible with some particularly receptive child (i.e. "other children") as the particulars of the misbehavior scenario shifts accordingly. Visual scanning and observation of the entire environment should continue throughout the process of resolution of various specific scenarios.

The long-term resolution of disorder and misuse of "physical objects" among young children is further achieved in this environment after the children have left the particular environment—to remove all but those few basic objects which can be reasonably controlled by the responsible supervising adult. With relatively few "physical objects" in the environment, the adult's "personality" becomes a more likely primary "point of contact" for the children's interest and attention to reality. In such circumstances, a most "lively" presence is useful to distract the children from their destructive imitative behavior with each other by such means as songs, gymnastics and active friendly conversation. Once the children become attentive to the adult's personality, there is more likely to arise opportunities to effectively re-introduce the simple "practical life" materials and exercises with which the children will gradually become interested and involved in the process of their "nomalization" through work.

Giving a Lesson

The teacher is scanning the environment, whereupon a four-year old child named Jason comes up to her and says: "I don't know what to do? Would you give me a lesson on something?" What to do?

Answer in Observer, October 1988

Will

Cont'd. from Page 2, Col. 3

Inhibition

> *"The child who is absorbed in some task, inhibits all movements which do not conduce to the accomplishment of this work . . ."*
>
> **Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p. 173*

Inhibition of movement necessarily arises in the child's normal development of will through its various goal-directed activities in the environment. During such "work" activity, the young child must inhibit a great mass of distracting stimuli and influences which otherwise tend to result in the child's idle fantasy and random movement in the environment in the nature of "play". The child's normal development of will is therefore most constructively enhanced in an environment which is organized for a wide diversity of intelligent physical and mental exercise.

Exercise

> *"The will . . . is developed and strengthened through methodical exercises. In our schools, exercises for the will are to be found in all of a child's intellectual exercises and his exercises in practical life."*
>
> **Maria Montessori**
> *from* **Discovery of the Child**, *p. 315*

The child's will develops normally through free exercise and movement directed by the child's own intelligence and interest to a wide variety of simple activities. Even the most simple of "practical life" exercises; e.g., "pouring water" or "fastening buttons," provide a tangible motive for the young child's application of will and effort on behalf of its intelligent movement. Repeated with concentration, these simple "practical life" activities gradually develop the child's will through a continual effort of focussed attention.

Attention

> *". . . will . . . is built up on the internal fundamental fact of prolonged attention."*
>
> **Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p. 170*

The young child's attention to work reflects disciplined "inhibition" of its otherwise active "impulse" for movement—to develop a growing balance of harmony between such "inhibition" and "impulse" within the child. Prolonged over time, such attention becomes stabilized within the personality as a quality of will which appears most tangibly in outer form as a pattern of persistence in work.

Persistence in Work

> *". . . the little child who manifests perserverance in his work . . . builds up internal order . . . demonstrates, almost as in a splendid revelation, the true manner in which man renders himself valuable to a community . . . persistence in work."*
>
> **Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p. 179*

Disciplined habits of work during early childhood reflect an inner will with which one's identity as "personality" becomes intimately associated throughout life. Such a persistence in work thereby becomes evident in one's later efforts as an adult to sustain a directed action even in the face of many difficulties that may otherwise arise as significant obstacles to deter one's forward progress. This quality of persistence and determination to overcome adversity is that which may most clearly distinguish the man of character.

Man of Character

> *"The man of character is the persistent man, the man who is faithful to his own word, his own convictions . . ."*
>
> **Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p. 178*

Persons of strong character evidence a well-developed will wherein one's "word" becomes manifest in the tangible actions which consistently follow. Character is likewise reflected in one's essential integrity wherein thought and action are in fundamental harmony. The extent of such integrity and character in one's being is readily apparent in the everyday willful action of making a decision.

Decision

> *". . . decision is the art of the will par excellence. In order to accomplish any conscious act whatever, it is necessary that we should decide."*
>
> **Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p. 180*

Cont'd. on Page 4, Col. 1

New Coalition Formed

Cont'd. from Page 1, Col. 3

basic purpose and objectives. The dinner will help to publicly announce the coalition's formation and to expand awareness of the need for greater "educational freedom" in the United States.

Dinner reservations are $50 per person, $400 per table of eight (checks payable to "International Montessori Society"). Since space is limited, send reservation and proper fee promptly to: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

. . . In the Field

By Alethea Farzad

Claire Van der Put (IMS Student; Edinburg, TX) reports a feeling of great confidence in her communication to the Montessori schools and child care centers in her area, inviting participation in the Harlingen, TX conference - September 24-25, 1988. To help in the registration process, call Claire at (512) 381-1297 . . . Bonnie Sanders (IMS Student; Monterey, CA) has contacted many child care centers in the Monterey area to inquire as to interest in attending a Society conference to be scheduled there. Using the Society's new "Conference Coordinator Communication Sheet", she has received many positive responses. For further information or to lend assistance, call Bonnie at (408) 647-8937.

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Decision in Montessori teaching is an action of risk for the "unknown" child with which one's responsible being with children is constantly associated. As the three Montessori principles become more conscious as an inner "control of error" with children, decisive action to expansively "observe" rather than to "teach" tends to become stabilized through constant practice and experience. Montessori principles such as "Observation" thereby become habituated patterns of thought and action with children without the otherwise necessary constant recourse to substantial effort.

Effort

> *"The will stores up its prolonged efforts outside the consciousness . . . and leaves the consciousness itself unencumbered to make new acquisition and further efforts."*
>
> **Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p. 172*

Conscious effort in Montessori teaching on behalf of the "normalized" child is that which is primarily directed to an inner process of commitment to expanding awareness of the three Montessori principles. Such awareness is to notice the many uncomfortable inner feelings, thoughts and reactive tendencies which commonly emerge in moments of peril with misbehaving children. Decisive action as a Montessori teacher in these "moments of peril" must extend far beyond the limited efforts for a superficial compliance with ordinary adult expectations and prejudices—to creatively function on behalf of the child's complete "normalization" consistent with Dr. Montessori's vision of a "new education" in the world. Expanding the application of one's will and efforts for this transcendent cosmic purpose reflects Montessori teaching as true creative being.

Creative Being

> *". . . a man is capable of becoming anything . . . Making use of his own will in his contact with the environment, he develops his faculties and thus becomes in a sense his own creator."*
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p. 33*

Creating one's being as "commitment to Montessori principles" is a function which inherently distinguishes itself from ordinary being as "personality." The Montessori teacher employs the principle of "Preparation of the Environment" to control one's own "personality" as a separate element in the child's environment in the same essential manner as to control the elements of "physical objects" and "other children". Willful action to control such adult "personality" is basically accomplished by a process of expanding "observation" of one's own feelings and reactive tendencies associated with misbehavior in children—to recognize how such "misbehavior" reflects an external drama of similar basic content of repressed feelings as one's own early childhood struggle for self-expression many years before. The three Montessori principles reliably guide one's efforts in the face of "misbehavior" so that creative being serves as a powerful beneficial force for fundamental change on behalf of a new humanity.

Beneficial Force

> *"will is a force which impels activities beneficial to life. Nature imposes on the child the task of growing up, and his will leads him to make progress and to develop his powers."*
>
> **Maria Montessori**
> *from* **Absorbent Mind**, *p. 253*

Montessori teaching functions as a beneficial force of nature when one's being in the world is directed to the emergence of the "normalized" child. Such a transcendent power of one's being is capable of overcoming even deeply entrenched prejudices and obstacles in society to the extent that one's will is consciously expanding an awareness of the three Montessori principles. Even "imperfect" Montessori teachers can therefore effectively create a true "normalizing" environment for children through one's properly directed exercise of will.

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Character

New Education Conferences in Wisconsin and South Carolina

In August, 1988, the Society held its latest *"Creating the New Education"* conferences in Milwaukee, Wisconsin (August 6-7, 1988) and Greenville, South Carolina (August 13-14, 1988). Conducted by **Lee Havis**, the Society's executive director, these two-day weekend events continue the Society's series of similar conferences held elsewhere throughout the United States since 1986—to expand awareness of Montessori principles in the resolution of practical teaching problems with children according to the idea of *"control the environment, not the child"*.

The Milwaukee, Wisconsin conference included the participation of teachers, parents and school owners from the states of Wisconsin, Illinois, Michigan, Massachusetts, Texas and Indiana. Further similar conferences in the midwest region of the United States will be coordinated by various persons who attended the Milwaukee conference: *Peoria, Illinois*, November 19-20, 1988 (**Pat Meredith**, coordinator, Tel. (309) 688-0099); *Warren, Michigan*, January 28-29, 1989 (**Georgette Jacob**, coordinator, Tel. (313) 548-9495).

Montessori Conferences

Creating the New Education

Peoria, Illinois
November 19-20, 1988

Warren, Michigan
January 28-29, 1989

Atlanta, Georgia
February 25-26, 1989

Pre-paid registration for the full two-day conference is $150 per person ($120 for Society members). The payment due date is four (4) weeks before the scheduled date of the conference. A late fee of $50 applies for registrations submitted after the payment due date.

Send registration fee to: International Montessori Society, 912 Thayer Ave., Silver Spring, Maryland 20910 Tel. (301) 589-1127

Attending the Greenville, South Carolina conference were Montessori practitioners and other interested persons from the states of South Carolina and Georgia. In South Carolina, Montessori educators have organized a *"South Carolina Conference of Montessori Educators" (SCCME)* to meet together more frequently throughout the year to support regular discussion and association to help each other in applying Montessori principles with children.

The Society schedules its conferences according to the specific interest expressed for attendance in the local area. Contact the Society or its specific conference coordinators to register or to obtain more information.

IMS Teaching Credential Recognized in Texas

In August, 1988, the Texas Department of Human Services awarded official recognition to the Society's credential for Montessori teacher education in that state. The Society's recognized *"administrator's credential"* will help meet pertinent personnel requirements to qualify directors of Montessori schools under that state's regulations.

The new recognized credential will be issued to all graduates of the Society's 22-lesson Montessori teacher education program *"Independent Study Course"* and will be valid for a three-year renewable term. Renewal of the credential is based on completion of thirty hours of Society-approved coursework during the preceding three-year period.

Lee Havis, the Society's executive director, stated that attendance at the Society's *"Creating the New Education"* conference will qualify as suitable Society-approved coursework. Since 1986, five such conferences have been held in the state of Texas. Havis stated that "the credential's requirement for continuing education will support the Society's own similar purpose in Montessori teacher education—to encourage further preparation and professional association with others throughout one's entire career." Qualified prior graduates of the Society's Montessori teacher education program may contact the Society for issuance of the new recognized credential.

Participants meeting during lunch at the Society's "Creating the New Education" conference held on August 13-14, 1988. (Greenville, South Carolina)

Society Selects New Office Staff

In June, 1988, the Society named **Alethea Farzad** (IMS '87) to serve as its full-time assistant director to provide general management for the Society's office operation in Silver Spring, Maryland. Active in Montessori education as a student in the Society's Montessori teacher education program since March, 1985 and after graduation in 1987 as a part-time Society employee, Ms. Farzad will contribute her considerable skill, energy and experience to supervise the Society's general office activities, including membership correspondence and publication services. In addition, she will function to expand membership participation and to assure greater coordination of other Society activities, such as the operation of its conference *Creating the New Education*.

A graduate in International Cultural Studies from Illinois Wesleyan University (Bloomington, IL), Ms. Farzad lived in Europe as a child and is conversant in German and acquainted with several other languages. Her practical experience in Montessori teaching includes the establishment and direction of a Montessori program for the "Lab School" institution in Washington, D.C. in 1987. She has also attended five Montessori conferences conducted by the Society throughout the United States and has provided other important Montessori consultation in close association with Lee Havis, the Society's executive director. Most recently, Ms. Farzad represented the Society in the proceedings for an umbrella accreditation agency for Montessori teacher education programs held in Irvine, CA on August 5-7, 1988.

Character

by Lee Havis

> *"By character we mean the behavior of men driven (though often unconsciously) to make progress"*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 213*

Dr. Montessori recognized man's character as the foremost underlying aspect of the human personality which moves forward the basic progress of civilization in accordance with the evolutionary plan of creation. In education, the limitation of such character development is therefore a primary obstacle in helping children to solve their basic problems of learning and behavior. Despite such limitations, Dr. Montessori's study of the normal development of children has confirmed the reality of character within all as a profound desire and tendency to progress.

Tendency to Progress

> *"Adults, like children, seem to differ mainly in their defects, but hidden in their hearts there is something deep, common to all a continuous tendency to progress."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 209*

Beyond the obvious superficial differences of personality which exist among individuals and cultures throughout the world, man's character is evident in one's persistent tendency to progress beyond the obstacles and limitations with which daily life is ordinarily associated. However well hidden and unconscious, this inner tendency to progress is nonetheless creatively active even in circumstances of considerable discouragement and personal tragedy wherein the individual appears as substantially vanquished and enslaved.

Vanquished and Enslaved

> *"Today mankind is vanquished and enslaved by its own environment because it has remained weak in comparison with that environment."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 15*

The underlying character of humanity as relatively weak and dependent is played out in the world by each individual as the unfolding struggle for life against overwhelming detrimental forces in the environment. This dramatic struggle is outwardly apparent in such widespread social conditions as poverty, crime and violence—conditions which detrimentally persist in society despite the common pretense of one's own personal "freedom" and "independence." Many ordinary defects of character may not even be recognized as such, but rather may be seen more as positive "virtues" in the nature of "politeness" or "necessity." Such subtle character flaws are usually overlooked amid their widespread acceptance by popular public opinion.

Public Opinion

> *" defects of character are not always regarded as bad by public opinion. Some are even valued. Passive children are thought to be good. Noisy and exuberent children with vivid imaginations are thought to be spiritually brilliant."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 201*

Public opinion tends to view "character" from the prejudicial outlook of reality as confined within some particular limited history and culture. The more expansive creative purpose and possibility of man's true character is thereby undervalued or completely ignored. The "inferior" view of human possibility is therefor ordinarily continued into future generations by its unconscious communication to children in the form of traditional education.

Traditional Education

> *"The education of today is humiliating. It produces an inferiority complex and artificially lowers the powers of man. It supplies men with crutches when they could run on swift feet."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 214*

Dominated by the prevailing prejudicial judgments and perception of adult society, traditional education assumes a fundamental weakness in man's character wherein the imposition of repressive restraints and limitations on the child's spontaneous normal development is routinely justified as necessary. Within such a restrictive traditional system of control and domination, the child's character is essentially limited in its development according to the expectations and prejudices of superficial public opinion. By contrast, Dr. Montessori envisioned a natural development of character based on the adult's non-prejudicial being with children—an approach which she identified as the "new education."

New Education

> *" if character were allowed its natural way of formation, and if we gave not moral dissertations but the chance to act constructively, then the world would need a very different kind of education."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 214*

Dr. Montessori's "new education" approaches the child as an "unknown entity" so that its character can develop spontaneously through its own natural self-creative activities. Montessori teaching therefore extends far beyond the ordinary limiting prejudices of adult society—to reflect a new being of thought and action which is consistently centered on absolute and infinite natural laws.

Natural Laws

> *"There are natural laws which guide growth and formation, and the individual must follow these laws if he is to build up his character."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 218*

Montessori education supports the normal development of the child's character by following three specific natural laws, i.e., (1) "*Observation*", (2) "*Individual Liberty*", and (3) "*Preparation of the Environment*". These three Montessori principles are most vitally applied for character development with the child under the age of six when the human personality is undergoing its essential permanent formation for life. During this sensitive early childhood period, basic character is formed as a fundamental adaptation to the child's entire environment.

Adaptation

> *"Adaptation to the world about one occurs in the first six years. Here then are to be found the origins of character."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 210*

Cont'd. on Page 3, Col. 2

Look for the

November Observer

featuring

Progress

The Montessori Observer
ISSN 0889-5643

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INTERNATIONAL MONTESSORI SOCIETY
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(301) 589-1127

Lee Havis, Executive Director

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LETTERS TO IMS

July, 1988

To Lee Havis:

I am indeed fortunate that I have taken this course (Society's Montessori teacher education program). I see my life evolving as never before. It is a lesson in life as well as preparation for teaching of others. I am experiencing my life in three dimensions: the natural, the spiritual and the third dimension—the uncovering of the personality and psyche of a person. I see hidden patterns (almost like checker moves) concepts that I never saw before. . . . I know I've just touched the tip of the island with a whole shore to explore.

Edythe Hepner
Jamaica, New York

Ed. Note: *Edythe Hepner is a student in the Society's "Independent Study Course" and is reflecting on her experiences in this course.*

June 7, 1988

Dear Lee,

I thank you for being the person who brought my inner beliefs and learning in the Montessori world to reality. Your conference made a great impression. . . . You clarified many questions I had about "how-to" use Montessori principles and strengthened my faith in believing that they would work.

God Bless, Sincerely,

Marie Carmichael
Windsor, Vermont

Ed. Note: *Marie Charmichael is reporting on her experience at the Society's conference in Reading, Pennsylvania (April 24-25, 1988).*

Dear Lee,

Just a note to express my appreciation for your Reading conference (Reading, Pennsylvania, April 24-25, 1988). The conference was a most rewarding experience, and I gained a great understanding of many Montessori concepts.

Sincerely,

Emma Bush
LaFayette, New York

Organizing Montessori in South Carolina

Since 1987, Montessori educators in South Carolina have been meeting together to help each other in resolving their mutual concerns and practical problems in the operation of Montessori schools in that state. These efforts have gradually evolved into the formation of the organization known as *"South Carolina Conference of Montessori Educators" (SCCME).*

In August, 1988, this new South Carolina Montessori organization published its formal operating policies and procedures which include a "Code of Ethics," membership criteria and plans for activity to support cooperation on behalf of Montessori education in that state. Specifically, SCCME intends to publish a regular newsletter and conduct four (4) seminars each year on topics of special interest and to help solve practical teaching problems associated with a total commitment to the three Montessori principles: *Observation, Individual Liberty* and *Preparation of the Environment.*

Current SCCME president is **Terry Patton.** One year membership, either as "professional" or "associate" is $25.00. To join or to obtain further information, contact: SCCME, P.O. Box 8805, Columbia, South Carolina, 29202, Tel. (803) 731-9378.

Character

Cont'd. from Page 2, Col. 3

Character forms itself during early childhood as an intimate adaptation to various environmental conditions experienced at that time. A stabilized character of strength and substance thereby may emerge normally within the child to reflect such qualities as care, patience, dignity and concentration. Lacking this normal adaptation to its environment during early childhood, the child will be destined to suffer thereafter with persistent problems of learning and behavior which reflect the unfortunate results of earlier misfortunes.

Earlier Misfortunes

> *". . . a child of six may show an accumulation of characteristics which are not really his own, but are the results of earlier misfortunes. . . . then we have a child devoid of character and unable to learn."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 196*

Educational efforts to solve basic learning and behavior problems are difficult to achieve in later childhood and as an adult due to earlier misfortunes which have resulted from environmental deprivations before the age of six. Montessori education therefore concentrates its primary attention on the younger child when character defects are still subject to effective remedy. The essential work of Montessori teaching for this purpose is to normalize the conditions.

Normalize the Conditions

> *"Lack of character, or defects of character, disappear of themselves, without any need for preaching by grownups or for grown-up examples. One does not need to threaten or cajole, but only to 'normalize the conditions' under which the child lives."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 200*

A child's normal character is most favorably allowed to develop during early childhood in a "normalizing" condition which is created by one's being a complete "commitment to Montessori principles." Montessori teaching to create such a "normalizing" condition is directed to removing all detrimental influences from the child's environment—including the detrimental influence of the "adult personality" which is often reflected by such behavior as judgmental control over the child or the offering of unnecessary "help." The child's self-creative "normalization" is therefore allowed to proceed according to its own complete freedom.

Freedom

> *". . . the child's character develops in accordance with the obstacles he has encountered or the freedom favoring his development that he has enjoyed."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 195*

The young child's character develops normally in a condition of freedom to engage in a wide range of goal-directed activities. This complete freedom to work in an organized environment with other children and physical objects gradually builds up inner impressions of order, concentration and help for others which are vital to the child's process of constructing character.

Constructing Character

> *". . . children construct their own characters, building up in themselves the qualities we admire. These do not spring from our example or admonishments, but they result solely from a long and slow sequence of activities, carried out by the child himself between the ages of three and six."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 208*

The young child constructs its essential character through an orderly process of concentrated mental activity—a process of constructing character which is recognized in outer form by the child's profound concentration and persistence to self-disciplined work. Dr. Montessori discovered that this normal development of character is brought about most effectively within a large group of mixed aged children where the child can experience a wide variety of circumstances and experiences as part of its ordinary social life.

Social Life

> *"When the classes are fairly big, differences of character show themselves more clearly, and wider experience can be gained. With small classes this is less easy. The higher levels of perfection all come through social life."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 225*

The young child's active social life affords many useful opportunities to perfect its independent judgment and to harmonize its fundamental being with others. Such social aspects in the development of personality are central to the formation of a sound character. After the age of about six, the child's social life becomes even more important to extend its further character development in the more expansive realm of morality.

Morality

> *". . . no one can 'teach' the qualities of which character is composed. . . . Not till six can we become missionaries of morality, because it is between 6 and 12 that conscience begins to function, and the child is able to visualize the problems of good and evil."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 208*

Character development in the elementary aged child expresses itself primarily through group experiences which relate to the question of morality, i.e., solving problems of "right" and "wrong" as a matter of conscious choice. After the age of 12, morality develops further through the expression of patriotic feelings and responsible citizenship related to one's own political and cultural group. These extensions of character development through morality and patriotism which gradually evolve the progress

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Character
October, 1988
Vol. IX, No. 5

Address correction requested

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"Montessori Today" in Great Britain

In January, 1988, the new magazine entitled *Montessori Today* began publication with its purpose "to increase understanding and awareness of the Montessori approach to child development and to provide an international forum for the communication of ideas and opinions". Published in Great Britain by **James Maughan**, this new magazine is attempting to bring together people on its editorial and advisory boards from different areas of the Montessori community and related fields of interest.

Irene Fafalios, *Montessori Today* editor, states that "the International appeal of the magazine, coupled with its independent, non-affiliated status, makes it possible to bring together in one publication a series of articles and information which will truly represent the Montessori movement world wide." Lee Havis, executive director of the International Montessori Society, serves on the magazine's advisory board which also includes representatives from many other organizations throughout the world.

Recent issues of *Montessori Today* have included articles written by various persons active with Dr. Montessori prior to her death in 1952. These articles help to explain the present diversity of Montessori organizations and interpretations which have evolved since Dr. Montessori's first discovery of the "normalized" child in Rome, Italy in 1907.

Montessori Today is published six times each year and sent by air mail to subscribers for an annual fee of £21.00 Sterling. Society members may subscribe for a 20% discount. Payments are accepted in $US or £Sterling. For further information, contact: James Maughan, Montessori Today, P.O. Box 4RB, London W1A 4RB, England.

Alethea Farzad (IMS '87) at work in Society's offices (Silver Spring, Maryland).

Character

Cont'd. from Page 3, Col. 3

of civilization towards greater freedom and independence for the human spirit in the world—a process of infinite expansion according to the mysterious cosmic plan of nature.

Plan of Nature

> "... the child is the true maker of our spirituality. He teaches us the plan of nature for giving form to our conduct and character."
>
> Dr. Maria Montessori
> *from* **Absorbent Mind**, *p. 220-221*

The child expresses its normal character of strength and substance as an ultimate reflection of the underlying plan of nature—to harmonize the efforts of all on behalf of a better and stronger humanity in the future. By applying the three expansive Montessori principles with children, even imperfect adults can effectively help to realize this cosmic plan of nature in the world—to reveal the perfection of an expanding human dignity and value with which man's true character is ultimately associated.

Moments of Peril

Giving A Lesson

from **Observer**, *September 1988*
by Lee Havis

A child who is "bored" may well ask for a "lesson" from the teacher to reflect a primary detrimental influence of the adult personality at such times. The ordinary traditional adult response is to propogate further dependency on the adult personality by "teaching"; e.g., to offer some specific suggestion or to give some lengthy presentation of materials.

By contrast, effective Montessori teaching in such a circumstance would engender an expansive "observation" to inquire about the child's own inner interests, e.g., "what work would *you* like to do?". In this way, the detrimental influence of the dependent adult personality is effectively removed from the child's environment while still maintaining a supportive presence in the nature of a friendly conversation.

The "Tea Party"

Four year old Mary is fantasizing a "tea party" with some of the classroom objects. Mary has involved several other children in her "tea party", none of whom look up at the teacher in any significant manner during their activity. Mary comes over to the teacher and says: *'Will you tell the other children that it's my "tea party" and they have to sit where I tell them?'* What to do?

Answer in **Observer**, *November 1988*

IMS MEMBERSHIP NOTICE

Renew Membership Promptly!

Membership rates will increase in 1989.

November, 1988 Vol. IX, No. 6

IMS

The Montessori

OBSERVER

Progress

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Discussion during **lunch break** *at the Society's "Creating the New Education" conference held in Harlingen, Texas on* **September 24-25, 1988.** *Pictured are (left to right): Claire Van der Pat (Edinburg, TX), Lee Havis (Silver Spring, MD) and Needra de Zylva (Columbo, Sri Lanka)*

Montessori Conference in Harlingen, Texas

On September 24-25, 1988, the Society conducted its most recent *"Creating the New Education"* conference in Harlingen, Texas. This sixth such conference in the state of Texas included the participation of Montessori educators, parents and other interested persons from throughout the entire state. There was also attendance at the conference from the state of Colorado and the country of Sri Lanka.

The Harlingen, Texas conference followed the format of other similar Society conferences to consider a wide range of practical teaching problems from the personal experience of those attending. **Lee Havis**, the Society executive director, guided the conference discussion to expand awareness of the three Montessori principles in the resolution of specific misbehavior scenarios with children according to the idea of *"control the environment, not the child"*.

Needra de Zylva, a Montessori educator from Sri Lanka, attended the Harlingen conference as a first step in the process of bringing the Society's communication more directly to the attention of people in her country. Ms. de Zylva and other members of the de Zylva family conduct several Montessori schools in Columbo, Sri Lanka, and also operate a Montessori teacher education program. She plans to widely publicize information about the Society's communication and to help organize a Society conference in Sri Lanka in the near future.

The next Society conference in the state of Texas is planned for Houston, Texas on March 11-12, 1989. For further details and information, contact: IMS, 912 Thayer Ave., Silver Spring, Maryland 20910, Tel. (301) 589-1127.

Imperfect Achievements for Montessori Accreditation

Every great cause is born from repeated failures and from imperfect achievement.

Dr. Maria Montessori
from **Montessori Method,** *p. 6*

On October 3-5, 1988, representatives from many Montessori organizations and institutions met in New Orleans, Louisiana to continue their efforts to resolve differences in the formation of an "umbrella" accreditation agency for Montessori teacher education programs. Representing the Society at these proceedings, **Lee Havis** urged adoption of the principles of "consensus" and "inclusivity" as set forth generally in the Society's proposal for such an umbrella accreditation agency which was first submitted for consideration in January, 1988.

The Society's proposal evolved from a process to form an "inclusive" Montessori accreditation agency which has recently proceeded through various revisions associated with meetings held in Washington, D.C. (January, 1988); Berkeley, CA (February, 1988);

Cont'd. on Page 4, Col. 2

1989 Membership Rates Favor Active Participation

On May 1, 1989, the Society will institute a new membership rate schedule to enhance the active participation of Montessori schools and other persons in the Society's work of creating the "new education." The new rate for membership recognition as a "Montessori school" will be reduced from the current $100 per year rate to $45 per year for all qualified schools which have actively participated with the Society during the previous 12-month period. "Active participation" means that the school has one of its staff as an active participating student in the Society's Montessori teacher education program, has conducted a Society consultation, or has one of its staff or parents in attendance at a Society conference.

The current reduced membership rate of $45 per year applies now *only* to **renewing** school members which also qualify as "active" in

Cont'd. on Page 4, Col. 3

Montessori Conferences

Creating the New Education

Warren, Michigan
January 28-29, 1989

Lafayette, Indiana
February 18-19, 1989

Atlanta, Georgia
February 25-26, 1989

Houston, Texas
March 11-12, 1989

Tampa, Florida
April 15-16, 1989

Pre-paid registration for the full two-day conference is $150 per person ($120 for Society members). The payment due date is four (4) weeks before the scheduled date of the conference. A late fee of $50 applies for registration submitted after the payment due date.

Send registration fee to: International Montessori Society, 912 Thayer Ave., Silver Spring, Maryland 20910, Tel. (301) 589-1127

Progress

by Lee Havis

> *"A vast space gives . . . sentiments which engender a passionate devotion for what makes for real progress."*
>
> **Dr. Maria Montessori**
> *from* **Formation of Man,** *p 49*

Centered on the vision of the normal child as being in complete harmony with its environment, Montessori education offers a vast space for the creation of a better and stronger humanity to assure the substantial progress of mankind. From this vast space of Dr. Montessori's "*new education*", the child emerges to reveal man's true creative purpose to overcome the many difficult and problematic social conditions which otherwise repress all effective human expression in the world. Based on three fundamental principles of nature, such a "*new education*" therefore reflects the underlying quality of all true human progress as that which ultimately follows the direction given by a deeply hidden inner force of creation.

Inner Force

> *all human progress, stands upon an inner force*
>
> **Dr. Maria Montessori**
> *from* **Montessori Method**, *p 24*

Human progress arises from the mysterious inner guiding force of life itself to express a constant instinct to work and evolve creation. This inner force of nature acts most directly for human progress during the child's formative period of life prior to the age of about six—to engender one's basic stabilized way of being as personality for an entire life-time of experience. True progress is therefore most effectively assured by the provision of a supportive nurturing environment during the critical early childhood period. Otherwise, the thoughtless mistreatment and neglect of young children tends to result in later personality defects which inflict a terrible vengeance on society.

Vengeance on Society

> *"The child who is not properly cared for takes vengeance on society by forming a weak individual, an obstacle to the progress of civilization."*
>
> **Dr. Maria Montessori**
> *from* **Ed. for a New World,** *p32*

Children who are either abandoned to fantasy "play" or forced to comply with restrictive adult control will eventually take their vengeance on society through later forms of defective and detrimental adult behavior. Since ordinary efforts for basic human progress tend to disregard the fundamental environmental causes of deficient character development during the early childhood period, such adult efforts in education usually achieve only limited results at best. Traditional teaching generally functions only to restrict, control and otherwise limit the child by a form of repressive "education" which is routinely accepted as necessary and useful by popular common opinion.

Common Opinion

> *"All that seems to contribute to social progress among adults, according to common opinion, have the vital necessities of the child aside. The adult has always seen only himself in society and in its progress."*
>
> **Dr. Maria Montessori**
> *from* **Formation of Man**, *p 62*

Common opinion in traditional education gives priority attention to adult "teaching" rather than to the child's own individual creative instincts to teach itself. Furnishings, facilities and academic materials are often seen as more important in education than is the more delicate preparation of the adult to provide a nurturing psychic environment for progress in the domain of the child's inner spirit and character. Adults therefore unconsciously impose on children many detrimental errors, prejudices and misconceptions which are overcome only from within oneself by the power of a mysterious countervailing constant tendency to progress.

Tendency to Progress

> *"Adults, like children, seem to differ from one another mainly in their defects, but hidden in their hearts there is something deep, common to all . . . a continuous tendency to progress."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p 209*

An inner tendency to progress is the fundamental characteristic of human nature which constantly urges man towards ever greater freedom and independence with respect to one's environment. This inner tendency to progress is shared with others through the action of resolving many common obstacles and problems in society which otherwise deter the full expression of one's successful harmonious being. Human progress in the complex interrelated functioning of modern society is therefore decidedly a question of considerable cooperation and mutual dependency.

Dependency

> *". . . man is dependent upon other men . . . his whole life will be in danger if the personalities of those about him have been warped."*
>
> **Dr. Montessori**
> *from* **Secret of Childhood**, *p 187-88*

Within the complicated man-made structure of modern civilization, progress depends more than ever on one's effective cooperation and association with others. Such common problems as crime, pollution and nuclear weapons are those from which no single person may ultimately escape without the help of others. Substantial progress in modern society therefore requires a broadly inclusive form of resolution—to achieve a universal revolution on behalf of the advancement of all humanity.

Universal Revolution

> *"A universal revolution is what we need. This revolution requires only that man should raise his values and become the master, instead of the victim, of the environment he himself has created."*
>
> **Dr. Maria Montessori**
> *from* **Formation of Man**, *p 18*

Dr. Montessori recognized the need for a universal revolution to effectively overcome the many forms of prejudicial thought and repressive habits of action which have become firmly established over the long history of civilization. In Montessori education, this revolution is active as a means to enable the emergence of the child's true nature in the world. With others in society, this revolutionary "new education" must necessarily communicate a constant accusation against all forms of adult repression and manipulation of children.

Cont'd. on Page 3, Col. 2

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January Observer

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Cooperation

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Moments of Peril

The "Tea Party"

from **Observer**, October/1988
by Lee Havis

In the typical "tea party" scenario, young children are engaged in obvious fantasy which is inconsistent with their true nature of complete harmony with reality in the present moment. Applying the idea of "control the environment, not the child," the key active misbehaving child (the "hub") must first be identified. Thereafter, the "environment" is examined for the detrimental influences as they may arise with (1) "adult personality"; (2) "other children"; and (3) "physical objects."

When the adult is invited by a child to impose control on children in such circumstances or to otherwise engage in the fantasy oneself, the "adult personality" is implicated as primarily detrimental. To remove the detrimental influence of the "adult personality" at such times, one may do so most effectively by engaging in a probing inquiry with the child about the particular reasons for the matter at hand; e.g., asking the child, "why do the other children have to sit where you tell them?".

A probing inquiry with a child in fantasy applies the principle of "observation" in a process of self-examination which exposes the underlying inner drama of one's own repressed feelings associated with the outward fantasy. This expansive "observation" will gradually lead the child back to its normal state of real work in the environment.

The "other children" as an element of the child's environment may be identified as those children who are more passively involved in the "tea party" drama. The adult's nonjudgemental eye contact or a friendly hand gesture may be sufficient to disengage the detrimental influence of these "other children" from the environment of the key misbehaving child.

Upsetting Chairs

The parents of four year old Jane leave the room quickly after a harsh admonition to Jane to stay in the room. Jane then proceeds to upset the chairs. She does not look up in the process of creating this "disorder." What to do?

Answer in **Observer**, *January/1989*

Advertisement for Teachers

Teacher(s): humble, patient, willing/able to work hard and learn. To supervise children (ages) according to Montessori principles; will train. Contact: your name, your school, address, telephone.

Progress

Cont'd. from Page 2, Col. 3

Constant Accusation

> *"A child cannot develop and expand as it should because an adult 'represses' it . . . All those who speak out on behalf of children should make this accusation against adults, and they should do so constantly and without exception."*
>
> **Dr. Maria Montessori**
> *from* **Secret of Childhood**, *p.13-14*

Dr. Montessori recognized the need for harsh and persistent accusation with others to challenge and overcome the many entrenched adult prejudices which otherwise ordinarily prevail in the treatment of children. Without such accusation, many hidden prejudices and misconceptions about the child emerge eventually as adult repression under the guise of "teaching", "discipline" or even "helping". Montessori education must therefore constantly challenge the manner of adult personality expression with children to reveal a wide range of unknown errors.

Unknown Error

> *"Unknown error . . . holds the secret to progress beyond a known and desired goal . . ."*
>
> **Dr. Maria Montessori**
> *from* **Secret of Childhood**, *p.14*

Progress in Montessori teaching relates essentially to the process of discovery and resolution of unknown inner errors of perception and judgment which otherwise routinely suppress the emergence of the "normalized" child. Such an intimate self-examination with children serves primarily to remove the detrimental presence of one's own "adult personality" from the child's environment. Underlying this changing activity and appearance in one's outer personality expression, Montessori teaching remains as always a separate expansive 'being' associated with three eternal and unchanging infinite principles of nature—the three Montessori principles which provide an inner "control of error" to effectively guide the direction of one's thought and action with children.

Principles Confirmed

> *Times have changed, and science has made great progress, and so has our work, but our principles have only been confirmed.*
>
> **Dr. Maria Montessori**
> *from* **Discovery of the Child**, *p.ix*

Beyond the considerable outer progress and change of Montessori education since its first appearance as such in 1907, its essential true being with children remains as always a commitment to three specific unchanging principles of nature—principles which are implicated in direction by the phrases: (1) "*Observation*"; (2) "*Individual Liberty*"; and (3) "*Preparation of the Environment*". Being as a commitment to such Montessori principles expands with practice and experience to "*control the environment, not the child*" so that the child's true nature will eventually emerge. In outer appearance, such Montessori teaching arises as a constant process of experimentation and imperfect achievements.

Imperfect Achievements

> *"Every great cause is born from repeated failures and imperfect achievements."*
>
> **Dr. Maria Montessori**
> *from* **Montessore Method**, *p.6*

Human progress is realized through the "*new education*" in outer form as a matter of considerable failure and imperfect achievements. By one's constant reference to the three Montessori principles, the adult is nonetheless effectively guided to remove the various obstacles, errors and detrimental influences in the child's environment so that a proper "normalizing" condition can be ultimately achieved. Montessori teaching thereby proceeds along a continual road of discovery which spontaneously reveals the "normalized" child in the present moment as being in complete harmony with its environment.

Cont'd. on Page 4, Col. 1

. . . *In the Field*

By Alethea Farzad

Sara Sweinhart (IMS Student) and **Anita Bresler** (Reading, PA) recently gave a presentation on the application of the three Montessori principles to a group of about 75 students at Kutztown University in Temple, PA. The 3½ hour presentation generated much discussion and interest in the Society's "*Creating the New Education*" conference. Sara also represented the Society's communication at the PACCA child care conference in Reading, PA (October 5-6, 1988) as part of her efforts to organize a third Society conference for the state of Pennsylvania in 1989 . . . **Karen Countryman** (Lafayette, IN) met with the Central Indiana Montessori Teacher's Assoc. (CIMTA) in late September to give a presentation on the Society's conference communication. Karen is communicating her experience from the Milwaukee, WI conference she attended in August, 1988 to others in Indiana and Ohio as part of her coordination of the Society conference scheduled for Lafayette, IN on February 18-19, 1989. For more information, contact Karen at (317) 477-7011 [w], or (317) 743-0290 [h] . . . **Alethea Farzad** (IMS '88) is coordinating communication for a Society conference in the Washington D.C. metropolitan area. She has made calls into the local community of child care centers and has scheduled meetings there to identify interest and support for a local Society conference. For more information or to help with the planning of a Washington, DC area conference, contact Alethea at the Society offices, (301) 589-1127 . . . **Georgette Jacob** (Warren, MI) is conducting fundraising activities at her school in Warren, MI to raise the money for her entire staff to attend a Society conference scheduled in Warren on January 28-29, 1989. Her school has raised over $2,000 so far for this important purpose. For more information, contact Georgette at (313) 548-9495 [w].

November, 1988
Vol. IX, No. 6

Progress

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Progress

Cont'd. from Page 3, Col. 3

Road of Discovery

> *"All spiritual development is a conquest of consciousness which assumes to itself something that was formerly outside. It is by going along the road of discovery that civilization advances."*
>
> Dr. Maria Montessori
> *from* **Secret of Childhood**, *p.15*

The Montessori road of discovery reveals the "normalized" child as a reality in one's experience through various insights, perception and observations. Progress along this expansive road of discovery is seen in children by their direct expressions of such "normalized" personality qualities as: profound concentration, attachment to reality, spontaneous self-discipline, independence and social harmony with others. The discovery of such a new "normalized" child offers real hope for substantial progress in the harmonious evolution of mankind in the world—progress based on the creation of a "new humanity" which is so vitally dependent on the spirit of the child.

Spirit of the Child

> *"It is the spirit of the child that can determine the course of human progress."*
>
> Dr. Maria Montessori
> *from* **Secret of Childhood**, *p.7*

Montessori education significantly advances the fundamental progress of humanity by serving the spirit of the little child—to create a "normalizing" environment which allows the complete development of the normal human personality during the critical early childhood formative period of life. Montessori teaching thereby functions on behalf of this unseen spirit of the child as one's being which is separate from the various limiting aspects of adult personality—to reflect the expansive being of "commitment to Montessori principles". Such being as a true Montessori teacher reveals in time the new "normalized" child as the central focus, direction and opportunity for all effective human progress.

Practical life activity at the Alsace Montessori Day School (Fleetwood, Pennsylvania)

Imperfect Achievements

Cont'd. from Page 1, Col. 2

Dallas, TX (April 1988), Irvine, CA (August, 1988) and most recently in New Orleans, LA (October, 1988). The Society continues to urge that certain aspects of "consensus" decision-making in the new agency are vital to protect important minority interests and to assure that the most innovative and experimental programs in the field of Montessori teacher education are allowed a reasonable opportunity to successfully participate.

The next meeting to consider these accreditation issues has been scheduled for San Diego, CA (February 7-9, 1989). The Society will continue its efforts at that time to address and resolve pertinent differences and to work towards greater quality, harmony and cooperation in the field of Montessori teacher education.

1989 Membership Rates

Cont'd. from Page 1, Col. 3

their participation with the Society during the past 12-month period. The 1989 rate change will extend the $45 reduced membership rate to **new** schools joining the Society so that they too may benefit from their recent active participation with the Society.

For all schools which do not qualify as "active" in their participation with the Society during the past 12-month period, the membership rate will increase to $150 per year. This new $150 rate will apply for new schools as well as those which seek renewal.

The 1989 membership rate change for "individual membership" and "associate school membership" will be slightly increased in order to help meet the Society's growing financial requirements. The new rates to become effective on May 1, 1989 are:

Individual Membership:

$20 (one year); $35 (two years);
$45 (three years)

Associate School Membership:

$25 (one year); $45 (two years);
$60 (three years)

The Society encourages its Montessori school members to include all their parents and staff as individual members of the Society. A special group membership program for this purpose is offered to support a greater cooperation and communication at the school on behalf of its basic purpose of commitment to Montessori principles. The group rate schedule is based on the number of participating parents and staff: 1-29 ($15 ea.); 30-49 ($12 ea.); over 50 ($10 ea.). For further details about the Society's new membership rates and group membership program, contact: **IMS, 912 Thayer Ave., Silver Spring, Maryland 20910.**

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January, 1989 *Vol. X, No. 1*

IMS

The Montessori

OBSERVER

Cooperation

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Montessori Conferences

Creating the New Education

The International Montessori Society conducts its "Creating the New Education" conference over a two-day weekend—all day Saturday and all day Sunday. The purpose is to help teachers, parents and others who work with children to more effectively resolve their various problems and difficulties such as "managing misbehavior".

The conference participants present their various problems with children, such as "managing misbehavior", and these are discussed and resolved by the Society's special way of "controlling the environment, not the child". Lee Havis, the Society's executive director, is present to guide the discussion so that a successful result will be accomplished.

Warren, Michigan
January 28-29, 1989

Lafayette, Indiana
February 18-19, 1989

Atlanta, Georgia
February 25-26, 1989

Houston, Texas
March 11-12, 1989

Tampa, Florida
April 15-16, 1989

New York, New York
April 29-30, 1989

Washington, D.C.
May 6-7, 1989

Pre paid registration for the full two-day conference is $150 per person ($120 for Society members). The payment due date is four (4) weeks before the scheduled date of the conference. A late fee of $50 applies for registration submitted after the payment due date.

Send registration fee to: International Montessori Society, 912 Thayer Ave., Silver Spring, Maryland 20910, Tel. (301) 589-1127.

Discussion during lunch break at Society's Illinois Montessori conference held in Peoria, Illinois on November 18-19, 1988. Pictured to camera (left to right): Alethea Farzad (College Park, Maryland), Julie Shiplett (Wood Dale, Illinois), Elizabeth Bouslough (Milan, Illinois).

New Education Conference in Peoria, Illinois

On November 18-19, 1988, the Society conducted its latest *"Creating the New Education"* conference in Peoria, Illinois. This first such "Illinois Montessori Conference" follows a series of almost twenty other similar conferences held throughout the United States since 1986.

Pat Meredith, director and owner of the nearby *Montessori School of Peoria* (Washington, Illinois) provided the local communication and coordination for the conference. In attendance was the entire staff of her school. In addition, teachers, parents and school owners attended the conference from throughout the states of Illinois and Iowa. **Alethea Farzad**, of the Society staff, was also present.

The conference considered a wide range of personal issues relating to the resolution of "misbehavior" according to one's being a "commitment to Montessori principles". Specific "misbehavior" scenarios were presented by those in attendance, and analyzed according to the Society's special approach of *"control the environment, not the child"*. **Lee Havis**, Society executive director, guided the discussion in the process of resolving the various issues.

New Society conferences are scheduled for the future according to the interest expressed for this purpose by those in the local area. The Society particularly encourages Montessori schools to support and maintain a regular staff participation in such "Creating the New Education" conferences to assure their continuing education in the effective application of Montessori principles. Lee Havis states that "after having conducted almost twenty of these conferences throughout the United States since 1986, their effective impact at the level of practical experience with children is confirmed and evident."

To support the scheduling of a *"Creating the New Education"* conference in one's own local area or for additional information about those already scheduled, contact: International Montessori Society, 912 Thayer, Ave., Silver Spring, Maryland 20910, Tel. (301) 589-1127.

Society Group Membership for Montessori Schools

Montessori schools recognized by the Society are eligible to participate in a special "group membership" program to expand the school's support for *"commitment to Montessori principles"* among parents and staff. This program enables the school to include all participating parents and staff as individual Society members—with full discount privileges, publications and other such regular membership benefits during the entire one-year term.

The Society recommends that Montessori schools adjust their annual registration form for parents to include a $15 assessment fee to assure their automatic participation in the

Cont'd. on Page 4, Col. 1

Cooperation

by Lee Havis

> *". . . many who have dedicated their lives to this (Montessori) method, now face this problem of cooperation."*
>
> **Dr. Maria Montessori**
> *from* **Formation of Man**, *p. 5*

Over a period of forty years, including two world wars, Dr. Montessori gradually came to realize the difficult yet necessary challenge of cooperation with others in the work of creating her vision of a "*new education*" in the world—to discover and free the child's true "normal" nature of complete harmony with its environment. This challenge of cooperation continues now as the reality of her vision of a "new education" faces the same essential prejudices and persistent opposition as before—prejudices which have been present from the moment that Dr. Montessori first discovered the "normalized" child in 1907. Despite these many difficulties and obstacles, Dr. Montessori recognized in her visionary discovery a basis for considerable cooperation with others—whereby even apparently unrelated activity may arise as similarly purposeful movement for the ultimate benefit of all humanity.

Purposeful Movement

> *". . . purposeful movement . . . is not limited to action which serves only a personal need . . . but the doing of it may serve far distant ends whereby it acts for the benefit of others."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 146-147*

Montessori education cooperates with many diverse forms of human activity and interest as similar purposeful movement to benefit the ultimate universal peace and harmony of all in society. Montessori teaching not only benefits the children, families and schools directly served by such teaching, but also contributes to the cosmic purpose of creating the expansive "new education" in the world. Most tangibly, this larger transcendent purpose is evident over time as the new "normalized" child expresses itself in society through many diverse experiences and relationships with others. Extending far beyond a specific classroom, school or physical location. Montessori education therefore ultimately engenders an expansive cooperation of consciousness with others who are likewise working for the well-being, peace and harmony of all.

Cooperation of Consciousness

> *". . . we must first enter into the 'order of the laws of nature,' then from this level we can raise ourselves and ascend to a 'supernature' where the cooperation of consciousness is necessary."*
>
> **Dr. Maria Montessori**
> *from* **Formation of Man**, *p. 45*

Based on a growing awareness of three specific infinite "laws of nature"; i.e., (1) "*Observation*"; (2) "*Individual Liberty*"; and (3) "*Preparation of the Environment*", Montessori teaching thereby communicates an expanding consciousness of the reality of the "normalized" child. Beyond the specific words, terminology and behavior which may be directly associated with such a "*new education,*" one's being as a commitment to these three Montessori principles cooperates unconsciously with similar expansive efforts of others through many diverse forms of spontaneous expression, example and daily interaction in society. Among those associated with the word "Montessori" itself, a more conscious form of cooperation tends to arise as common experiences and knowledge are identified and attached to certain specific terms such as "normality". This conscious cooperation on behalf of the "normalized" child expresses itself through many forms of tangible agreement and association with others.

Agreement

> *". . . for any achievement men must come together and agree, and for this agreement they must use language, the most abstract of things."*
>
> **Dr. Maria Montessori**
> *from* **Educ. for a New World**, *p. 39*

Since her discovery of the "normalized" child in 1907, Dr. Montessori published an extensive written record of her various discoveries and experiences over a period of more than forty years. Such an extensive written record provides a substantial basis for much effective cooperation and agreement. Nevertheless, many differences of opinion and lack of agreement continue to persist within the Montessori community with respect to even the most basic terms such as "normality". True cooperation in Montessori education as elsewhere must therefore entail much more than mere agreement to words alone. Only an attachment to certain fundamental "ideals", such as the reality of the "normalized" child itself, can provide an ultimate basis for true and complete cooperation.

Attachment to Ideals

> *". . . the force of cohesion among adults is something that needs to be directed by an attachment to ideals; . . . something higher than a mere organizing mechanism."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 238*

The long history of human experience teaches that an attachment to some basic, central ideal or organizing principle is necessary for true cohesion and effective cooperation in a group experience. In Montessori education, group cooperation is essentially based on the central ideal of the "normalized" child. In society, the ideal of "order" provides the central organizing principle around which arises the basis for cooperation with respect to a wide range of complex and exacting social laws and association.

Social Organization

> *". . . our outer social organization needs order as its foundation. The social laws regulating the conduct of citizens and the police force which controls these are of basic necessity in a social structure."*
>
> **Dr. Maria Montessori**
> *from* **Formation of Man**, *p. 44*

Responsive to historical precedents, common beliefs and prevailing prejudices, each culture and group has organized its own distinctive social order—to variously favor, control, regulate, restrict and limit many diverse aspects of human behavior. Such a repressive form of order tends to reflect a prevailing condition of fear, violence and control which inherently opposes the expression of true normal cooperation. The limited "cooperation" in society is therefore essentially absent a complete recognition of mankind's cosmic destiny and ultimate common purpose for universal peace and harmony throughout the world.

Cont'd. on Page 3, Col. 2

Look for the

March Observer

featuring

Authority

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Lee Havis, Executive Director

The *Montessori Observer* is mailed six times each year to Society members throughout the world. The *Observer* is sent during the months of January, March, May, September, October and November. The purpose of this publication is to provide news and information about the development of Montessori education to extend awareness of Montessori principles and to promote harmony within the Montessori community.

INTERNATIONAL MONTESSORI SOCIETY

The International Montessori Society is sponsored by Educational Services, Inc., a non-profit corporation organized in Maryland, U.S.A. The Society's purpose is to support the effective application of Montessori principles throughout the world.

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SUBSCRIPTION

Subscription to this *Observer* publication may be obtained by requesting Society membership which is open to all individuals for a $15 annual fee. Society members also receive a subscription to the *Montessori News*. Send request for membership benefits.

ADVERTISING

Advertising space is available for services and products relating to Montessori education. Marketplace ads are $7/line. Position and Placement ads are $10 each and will be set and edited by the Society to conform to space requirements. Write for the Society's advertising outline as to rates and other information about design advertising.

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LETTERS TO IMS

November, 1988

Dear Lee:

. . .I have appreciated the genius of Maria Montessori since first reading her books over 20 years ago. Now I have a little girl in Montessori school and really like the way she's growing up there.

Having been involved in the home school movement in Minnesota, I appreciate too the efforts of the coalition of Americans for Educational Choice (Observer, September/1988). Let's do all we can to break the hold of federal/psychiatric control mechanisms on education. . .

Best,

Keith Hallquist
Clearwater, Florida

August 23, 1988

Dear Lee,

I want to take a moment between tasks to tell you how much your course (Society's conference, Greenville, SC, August 13-14, 1988) meant to our school and to me personally. . . Today was our first day with the new children. We had fewer separation problem but more importantly, we felt better about the way we handled them and so did the parents! The best part, of course, you know—our children were joyful learners and we felt really good while sharing this with them. THANK YOU.

. . . We too would like a conference on St. Simons . . . I know that the way will open for us to continue your work here when the time is right.

Thank you, again.

Sue Williamson
St. Simon's Island, Georgia

. . . In the Field

By Alethea Farzad

Toni Hammond (IMS Student), director and owner of the Hammond School (Montessori School), in Roswell, Georgia, recently adopted the Society's suggested advertisement for teachers (**See** ''*Observer*'', *November, 1988*) with very enthusiastic results. Toni states that she is ''*pleased with the quality of the people who responded*'' and that she has found that the advertisement is successful in finding those persons ''*worth hiring and training*'' as Montessori teachers. For further details or help in hiring procedures, contact Toni at (404) 442-1082, or call the Society's offices . . . **Nurjehan Hussain** (IMS Student) is coordinating communication for the Society's conference in New York City scheduled for April 29-30, 1989. She has been calling local area schools and speaking with teachers and others to identify interest in attending the New York conference. For more information, contact Nurjehan at (718) 523-0468 . . . **Doris O'Brien**, from the Little People's House (Montessori School) in Middletown, Connecticut is helping to organize a Society conference with others in Connecticut by identifying interest among those at her school and in the local area. To support the scheduling of a Society conference in Connecticut or elsewhere, contact the Society.

Cooperation

Cont'd. from Page 2, Col. 3

Cosmic Destiny

> ''. . . *humanity too is an organic unity that is yet being born . . . Cruelties and exploitations, wars and all forms of violence have had to play their part, because man has not yet realized their common humanity and its work in fulfillment of a cosmic destiny.*''
> **Dr. Maria Montessori**
> *from* **To Ed. the Human Potential,** *p. 113*

Many obstacles and prejudices in adult society tend to deter and oppose the full expression of one's cosmic destiny of harmony and complete cooperation with others. With children, society imposes its repressive order in the form of traditional education—whereby parents and teachers systematically transmit their various limiting patterns of personal desires and prejudicial thought from one generation to the next according to a pervasive underlying collective subconscious.

Collective Subconscious

> ''. . . *a kind of 'subconscious organization of defense' is achieved by all parents in the world. All lean upon each other. The whole of society forms a collective subconscious wherein all act in complete agreement when they remove and repress the child.*''
> **Dr. Maria Montessori**
> *from* **Formation of Man,** *p. 68*

Society's traditional education of children represses their true natural instincts for self-directed harmony and cooperation with each other through a collective subconscious which prejudicially considers the child as essentially ''lazy'', ''bad'', ''disorderly'', ''stupid'' or simply ''empty''. Such a prejudicial adult mind-set invariably denies and opposes the reality of the child as having a ''teacher within'' itself to naturally guide its own effective development and harmonious cooperation with others in the environment. Based on this prejudicial adult mind-set, traditional teaching tends to impose a systematic repressive adult control over children which is ordinarily justified as providing necessary ''help''.

Help

> ''*No one comes running when there is dire need of help; but when there is no need, everyone helps!*''
> **Dr. Maria Montessori**
> *from* **Absorbent Mind,** *p. 229*

Dominated by thoughts of the child as being inherently weak and dependent, parents and teachers tend to engage in many forms of unnecessary traditional teaching under the guise of ''help''—to resolve superficial physical problems for the child which might otherwise be resolved much more beneficially through the child's own self-directed efforts and independent exercise. By contrast, Montessori teaching helps the child primarily on behalf of its ''spiritual'' development, by offering the real help of one's patience and encouragement for independent, self-directed activity according to the child's own interests. Such spiritual help arises in action as a profoundly delicate and sensitive form of collaboration with nature.

Collaboration with Nature

> ''. . . *we have to adjust our minds to doing work of collaboraton with nature.*''
> **Dr. Maria Montessori**
> *from* **Absorbent Mind,** *p. 89*

Montessori teaching collaborates with nature by one's being a ''commitment to Montessori principles'' to create a ''normalizing'' environment for the young child. Within such a Montessori environment, the young child changes in its outer form from disorderly, inattentive and lazy to a ''normalized'' state of cooperation, harmony and friendship with all others in the social group. Children over six express this ''normalized'' cooperation with others through various forms of collective activity and interaction which reveal a natural unfolding of each child's own unique status in the social group.

Status

> ''. . . *the child of six . . . likes to mix with others in a group wherein each has a different status. A leader is chosen and is obeyed, and a strong group is formed. This is a natural tendency, through which mankind becomes organized.*''
> **Dr. Maria Montessori**
> *from* **To Educ. the Human Potential,** *p. 6*

''Normalized'' children over six find their own particular interest and status in the group as a result of self-directed activity and individual interest for effective social functioning. This true ''normalized'' cooperation, so strikingly distinct from the violence, envy and repression of ordinary adult society, reflects an ideal way of being together for all regardless of age, culture or history. Such an orderly ''normalized'' social organization spontaneously sustains itself in stable functioning without the usual forms of repression and control which are otherwise ordinarily assumed as necessary or inevitable in today's adult society.

Cont'd. on Page 4, Col. 2

Moments of Peril

Upsetting Chairs

from ***Observer****, November/1988*
by Lee Havis

The adult does not have ''eye contact'' with the child who is upsetting chairs in this particular ''*moment of peril.*'' Since the ''*other children*'' is not a significant detrimental element in the child's environment here, the primary detrimental influence is therefore clearly the ''*physical objects*'' (i.e., chairs). To ''*control the environment, not the child*'' in this scenario, the adult is best advised to approach the child slowly and hold on to the chair that is about to be ''upset'' next.

The chair is ''controlled'' by a firm hand hold on the chair (not grabbing or jerking away forcefully from the child)—making sure that one is not holding or touching the child's hands in any way during the process. While the chair is thus stabilized, the child is likely to look up and establish eye contact with the adult. At this point, the ''*adult personality*'' may now be

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Cooperation
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January, 1989

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Holistic Education Review Promotes Dialogue on New Ideas

In 1988, **Ron Miller** began publication of his "*Holistic Education Review*" to provide a forum for discussion of innovative and experimental ideas in education. According to Mr. Miller, this new publication will "explore bold new ideas that challenge traditional assumptions and methods of mainstream education. We seek to explain, in greater depth, person-centered approaches in education such as Montessori, Waldorf, humanistic, alternative, homeschooling and many others—and to promote a dialogue among them on a variety of issues."

The winter, 1988 issue of *Holistic Education Review* featured articles about "peace education". 1989 themes include "Empowering Teachers in Holistic Settings" and "Spirituality".

This new educational publication is issued four times each year. Subscription is $16 per year, $29 for a two-year term. For further information, contact: Ron Miller, *Holistic Education Review*, P.O. Box 1476, Greenfield, Massachusetts 01302-9971.

Society Group Membership

Cont'd. from Page 1, Col. 3

"group membership" program. In this way, parents will come to recognize a more personal responsibility and participation with the school in its underlying purpose beyond the mere "day care" of their children.

To participate, the school must list all its participating parents and staff on a single form and submit such list to the Society with the proper fee. A special reduced group rate is based on the number of memberships; 1-29, $15 each; 30-49, $12 each; over 50, $10 each. Submit list and fee to: International Montessori Society, 912 Thayer Ave., Silver Spring, Maryland 20910.

Cooperation

Cont'd. from Page 3, Col. 3

Orderly Society

> *"Children unaided can construct an orderly society. For us adults, prisons, police, soldiers and guns are necessary. Children solve their problems peacefully . . ."*
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 285*

The orderly society of "normalized" children reflects the true spirit of natural cooperation which offers a model and path for all human forms of cooperation in the future. As the new "normalized" child and adolescent emerges into the world, society is accordingly compelled to expand to accommodate a new level of cooperation which serves a purpose far beyond that of the superficial satisfaction of merely personal desires. True cooperation therefore gradually emerges to serve the cosmic purpose of creation itself to evolve and organize a truly peaceful and harmonious human unity.

Human Unity

> *"If human unity . . . is going at last to be organized, it will be done only by an education that will give appreciation of all that has been done by human cooperation."*
> **Dr. Maria Montessori**
> *from* **To Educ. the Human Potential**, *p. 74*

Montessori education works for human unity through many forms of peaceful cooperation with others in society on behalf of the ultimate emergence of a new "normalized" humanity in the world. Such a transcendent purpose begins within oneself as being a "commitment to Montessori principles"—to extend itself in communication with others as the process of creating the "new education" through many diverse forms of participation and association in society. Such Montessori teaching thereby serves the purpose of a better and stronger humanity which gradually realizes itself by means of one's infinitely expanding spirit of complete cooperation with all mankind throughout the entire world.

Positions & Placements

Montessori Teacher: (3-6), part-time for 1989-90 school year. School is located in a Catholic church that sits on a hill surrounded by beautiful farmland. Salary negotiable. Send application and resume to: Montessori Pre-primary School, Attn. Nancy Bristow, 800 Marian, Glenwood, Iowa 51534.

Moments of Peril

Cont'd. from Page 3, Col. 3

seen as the primary detrimental influence to be "controlled."

To control the "*adult personality*," one may well engage in a sincere inquiry with the child as to its activity. If the child says "let go," the adult may respond with a simple "why?" The questioning verbal dialogue thus proceeds to the child's interest in its present activity; e.g., "what do you want the chair for?" Such an inquiry will probably lead to the child's expression of anger associated with the fact of her mother's prior leaving—thus offering a constructive avenue for the complete resolution of such painful feelings through further verbal communication with the adult.

Once the "*adult personality*" is effectively resolved as a "detrimental influence," the child may then be finally directed to pick up the chairs and return them to their proper location.

Everybody Hates Me

Seven year old Nathan has insulted, ridiculed, hit and otherwise abused other children in his elementary classroom to such a point that he is "unfriendly" with the entire group of children. Nathan recognizes this situation as a matter of "everybody hates me." When the teacher questions the child as to "why" nobody seems to like him, he states "I don't know." Nathan is unhappy and discouraged. What to do?

Answer in **Observer**, March/1989

March, 1989

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Proceedings of the Society's "Creating the New Education" conference held in Atlanta, Georgia on February 24-25, 1989.

Creating the New Education in Michigan, Indiana and Georgia

Warren, Michigan
January 28-29, 1989

The Society's second Michigan Montessori conference *"creating the new education"* was held in Warren, Michigan on January 28-29, 1989. Montessori teachers and others from throughout the state attended, in addition to several persons from the nearby province of Ontario, Canada.

The Warren, Michigan conference discussion focused particular attention on the issue of how "materials" in the classroom fit into the normal development of children. **Lee Havis**, Society executive director, led the participants to reflect upon the extent to which "materials" are most frequently employed with children for prejudicial adult-controlled academic achievement and *"teaching"*—rather than as true free choice and exploration according to the child's **own interests and spontaneous self-**development of intellectual activity.

Havis emphasized that Montessori teaching is more a *"hands-off"* approach with children where the materials are concerned—more to "observe" rather than "teach." He stated that "a real lesson in Montessori teaching is *any* interaction between an adult and child—brief eye contact from across the room being among the best lessons of all. A Montessori teacher is less able to engage in these most favorable 'eye contact' lessons when there is an excessive and undue involvement with teaching presentations of the materials."

Lafayette, Indiana
February 18-19, 1989

The first Society Montessori conference in the state of Indiana was held in Lafayette, Indiana on February 18-19, 1989. **Karen Countryman** (Lafayette, Indiana) was instrumental in organizing participation in this conference from many diverse regions of the state, including Lafayette, Indianapolis, Ft. Wayne, Williamsport and Elkhart.

The Lafayette conference included a substantial discussion of "fantasy" and how this type of unnormalized behavior in children could be resolved by such active observation procedures as eye contact and questioning. Various "fantasy" scenarios were dramatized at the conference to show how their resolution could be successfully accomplished in actual practice through the approach of *"control the environment, not the child."* Havis indicated **that "fantasy is a reflection of the adult personality as a detrimental influence in the child's envoironment. Asking a child 'why' it is engaged in some particulare 'fantasy' behavior will help to move through the thinking process to uncover and resolve the deeper repressed feelings of pain and fear with which such fantasy is so intimately associated."**

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Montessori Conferences

Creating the New Education

Tampa, Florida
April 15-16, 1989

New York, New York
April 29-30, 1989

Washington, D.C.
May 6-7, 1989

Reading, Pennsylvania
May 20-21, 1989

Meriden, Connecticut
June 3-4, 1989

West Bend, Wisconsin
August 6-7, 1989

Columbia, South Carolina
August 12-13, 1989

Pre-paid registration for the full two-day conference is $150 per person ($120 for Society members). The payment due date is four (4) weeks before the scheduled date of the conference. A late fee of $50 applies for registrations submitted after the payment due date.

Send registration fee to: International Montessori Society, 912 Thayer Ave., Silver Spring, Maryland 20910. Tel. (301) 589-1127.

Karen Countryman (left) and Louise Brannon (right) in discussion at Society conference in Lafayette, Indiana (February 18-19, 1989).

Authority

by Lee Havis

> *Instead of education remaining aloof and ignored by society, it must acquire the authority to rule over society.*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 14*

Dr. Montessori envisioned her "new education" in the world as a guide and direction for the evolution of humanity according to infinite and eternal laws of nature—to assert a true authority over society itself. By revealing the child's true nature of spontaneous self-discipline, attachment to reality and being in complete harmony with its environment, this "new education" reflects an authoritative purpose to transform society which is strikingly distinct from that of traditional education to merely transmit certain specified knowledge and information. This transcendent authority of Montessori education emanates essentially from its profound respect for specific cosmic laws of nature which guide the teacher's entire being and function with children.

Respect For Cosmic Laws

> *...the problems of education must be solved on the basis of the laws of the cosmic order.... Respect for these cosmic laws is fundamental. Only when we hold to these as basic can we judge and modify the multitude of human laws which deal with the passing moments of external social construction.*
>
> **Dr. Maria Montessori**
> *from* **Formation of Man**, *p. 14*

Montessori teaching with children asserts a natural authority with children which arises from one's own being as a complete commitment to three specific cosmic laws; i.e., (1) "*Observation*", (2) "*Individual Liberty*", and (3) "*Preparation of the Environment*". Guided by such Montessori principles, the teacher creates the uniquely nurturing psychic environment around children which ultimately allows their true "normalized" nature to spontaneously emerge. Lacking such a commitment to the three Montessori principles, traditional teaching tends to reflect the restrictive authority of ordinary adult society with its various forms of mutual agreement to control, limit and otherwise repress the full expression of the human spirit in the world.

Agreement

> *The embryo can teach us the absurdity of our social mechanism, where one group claims to dominate another merely by authority, without agreement ... humanity too is an organic unity that is yet being born.*
>
> **Dr. Maria Montessori**
> *from* **To Ed. the Hum. Potential**, *p. 113*

Many hidden forms of agreement are built into the ordinary authority of adult society to variously inhibit and restrain complete normal development and spontaneous creative thought and action with others. Such misconceived authority is played out in each one's life as a recreation of the drama of unresolved struggle and subjugation with parents and teachers during the period for personality development prior to the age of about six. The subtle tyranny and repression of one's own parents and teachers is accordingly continued unconsciously in adult society through various forms of recognized authority to which all seem compelled to necessarily conform and submit.

Recognized Authority

> *"Tyranny surrounds the individual with the impenetrable walls of recognized authority."*
>
> **Dr. Maria Montessori**
> *from* **Secret of Childhood**, *p. 152*

Through a system of recognized authority, leaders in adult society tend to act according to their various defined positions of tyrannical control and domination over others. Cloaked under the guise of the "common good" and "law and order", such recognized authority is ordinarily unquestioned and accepted as necessary for the well-being of all. The underlying tyranny associated with this authoritative imposition over human expression is often further camouflaged by the pretense of collective "choice" through various forms of voting and elections in the nature of democracy.

Democracy

> *"Democracy ... what irony! To choose one's rulers! but those who rule cannot free anybody from the chains which bind all ..."*
>
> **Dr. Maria Montessori**
> *from* **Formation of Man**, *p. 16-17*

Despite its outer appearance of 'free choice', democracy in practice is generally limited to the imposition of the majority will on all—to crush out opposing minority opinion and complete free choice according to the prevailing prejudices of the *status quo*. Within such an authoritative system of prejudicial majority rule, new and useful creative activity for the ultimate benefit of all is significantly restricted and repressed. By contrast, true authority functions not so much by "elections", but rather through a total group consensus wherein the skills and abilities of each individual are respected and dignified in their contribution to the common good and interests of all. The task of ruling others is likewise recognized not merely as a matter of the majority will, but rather as a distinct skill, interest and ability for which one is naturally suited and uniquely prepared.

Ruling Others

> *"To rule is the most difficult task of all ... and requires a higher specialization than any. So here there is no question of election, but of being trained and suited to the work. Whoever directs others must be transformed himself."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 45*

Ruling others is a specialized function of authority which emanates essentially from the inner process of one's transformational "adaptation" to such a specified task in the group situation. This delicate authoritative function over others arises naturally not by conventional "elections", but rather according to a transcendent cosmic plan of harmony which is adapted to the total interrelated functioning of the entire group. With respect to the care and well-being of children, nature assigns this delicate role of authority primarily to parents.

Cont'd. on Page 3, Col.2

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March Observer

featuring

Maturity

The Montessori Observer

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Lee Havis, Executive Director

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[illegible]

Moment of Peril

Everybody Hates Me

from ***Observer***, *January 1989*
by Lee Havis

The discouragement of seven-year old Nathan (***Observer***, *January 1989*) reflects a primary detrimental influence of the "adult personality"—with the "other children" as the secondary detrimental influence in the environment. (The "physical objects" are not significantly at issue in this scenario) Nathan's misbehavior is essentially a projection of the adult's own hidden "personality" drama of repressed feelings and alienation from others.

To remove the "adult personality" as a detrimental influence in the environment at this "moment of peril," the procedure of "questioning" is most favorably applied in a manner to follow the child's own interests in the matter at hand. Since the child does not know "why" everybody seems to hate him, one's questioning can help direct Nathan to make an inquiry with the other children in the circumstances of a class meeting.

Cont'd. on Page 4, Col. 2

New Fee Structure for Montessori Schools

On September 1, 1989, the Society will institute a new fee structure for recognition of Montessori schools—to encourage their more active and substantial participation with the Society in accordance with pertinent membership criteria. After September 1, 1989, new or renewing Montessori school members will be assessed an annual fee which is based on the number of children enrolled at their school—with a reduced rate allowed to the school according to its active participation with various Society support services during the prior 12 month period.

The new rate schedule will establish a base rate of membership for each Montessori school as $10 per enrolled child, up to a maximum amount of $700. From this amount, the annual fee will be reduced by the amount of payments made to the Society over the past 12 months for its participation in Society conferences, consultation, group membership and teacher education. A minimum annual fee of $45 will be required. This new fee structure will apply to both new and renewed Montessori school members.

The new enrollment based fee schedule is intended to encourage Montessori schools to actively participate in a closer working, continuing association with the Society—without imposing an excessive or unfair burden on schools with a relatively small number of children enrolled. The Society believes that such an adjusted membership fee structure will help Montessori schools to more substantially comply with membership criteria concerning such issues as staff development and communication with parents.

Authority

Cont'd from Page 2, Col. 3

Authority of Parents

> *"...the authority of parents does not come from a dignity standing on its own feet, but it comes from the help they are able to give their children."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 16*

The authority of parents to care for their children emerges by nature from the biological function and responsibility with which the parental role is so intimately associated from the moment of conception. Beyond birth, this parental authority is ordinarily expressed through the many important decisions and actions which are taken throughout the child's critical formative period of early childhood development. By assignment and delegation, teachers and schools assume their own similar corresponding adult roles and function of authority with children. Whether parent or teacher, this adult authority must properly limit its application to function only in the realm of the child's "environment"; i.e., not directly over the "child" itself.

Different Realms

> *"The adult is master in one area, but the child is master in the other. ... Both child and adult are kings, but they are rulers of different realms."*
>
> **Dr. Maria Montessori**
> *from* **Secret of Childhood**, *p. 195*

Guided by the three Montessori principles, the adult's realm of true authority with children is bound by the laws of nature to the activity of creating a "normalizing" environment around the individual child. Within such a Montessori environment, the child itself retains complete authority for self-directed development according to its own "teacher within". The adult's role to "*control the environment, not the child*" therefore requires a most delicate balance of adult activity wherein the child is gradually led to achieve complete independence from various forms of adult control and approval.

Approval of Authority

> *"The child, in fact, once he feels sure of himself, will no longer seek the approval of authority after every step."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 274*

Effective adult authority with children creates a "normalizing" environment which gradually leads the child to its own free and independent functioning with others. Adult approval and direct authoritative involvement is therefore gradually withdrawn from children over time. Following mysterious inner instincts for constructive self-development, the child is thereby allowed to unfold its own plan of development to outwardly reveal such "normalized" qualities as profound concentration, spontaneous self-discipline and personal responsibility for a full range of harmonious social activities with others. To create such a condition for the child's true "normalization", the Montessori teacher must function primarily as a good manager of the child's environment.

A Good Manager

> *"A good manager does not have to be assertive in manner, but he must have a deep sense of responsibility."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 262*

The effective teacher as a good manager of the child's environment must carefully ensure that one's being is consistently a complete commitment to the three Montessori principles. More a matter of "observation" rather than "teaching", such good management necessarily includes a continual exercise of judgment with respect to various forms of active intervention or inhibition with children—acting on decisions which must be continually made to meet the ever-changing needs and requirements of the present moment situation. Authority in such a delicate "observation" task is reflected most significantly by a profound sense of responsibility for one's own personal and immediate actions with children.

Responsibility

> *"Woe to us when we believe ourselves responsible for matters that do not concern us, and delude ourselves with the idea that we are perfecting things that will perfect themselves quite independently of us" ... and the profound question arises: What, then, is our true mission, our true responsibility?"*
>
> **Dr. Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p. 6*

In Montessori education, true authority arises essentially as a personal responsibility which is limited to a patient process of growing awareness associated with one's intimate collaboration with infinite and eternal laws of nature. Such responsibility requires a constant reflection and reference back to the three Montessori principles—to correct errors and guide one's being in a life-long process of inner spiritual growth and expanding awareness of detrimental influences in the child's environment. Beyond the classroom, responsibility in Montessori education assumes a larger leadership role for others as various tasks are undertaken in the process of creating the "new education" in society—to help others as a matter of one's higher vision of being to ultimately encompass all humanity.

Leadership

> *"It is the responsibility that a leader should feel, not the authority of his position. After seven the children will seek such a leader; before that age they have social cohesion."*
>
> **Dr. Maria Montessori**
> *from* **Ed. for a New World**, *p. 84*

From infancy, the qualities of leadership develop spontaneously as a natural social cohesion with others—to gradually evolve into a more conscious form of responsible participation in the group situation. With older children

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Creating the New Education

Cont'd from Page 1, Col. 2

Atlanta, Georgia
February 25-26, 1989

The Atlanta, Georgia conference was the third such conference in that state since 1986 and included the participation of Montessori teachers, parents and school administrators from throughout the states of Georgia, Florida and South Carolina. Since many of the participants had attended prior Society conferences, the level of discussion was primarily directed to the more refined and subtle aspects of *"being"* as an expansion of one's *"adult personality."*

Lee Havis directed the participants to consider how important is supportive adult communication between Society conferences to encourage each other to help work through and resolve the many unexpected situations which otherwise tend to emerge as a persistent detrimental influence of one's "personality" with children. He stated that "by helping others, we are ourselves corrected and improved in our own behavior in many unconscious ways. As 'personality,' we are all in some respect a reflection of each other."

After the Atlanta conference, Havis conducted a two-day consultation at the nearby Hammond school—one of the local Montessori schools whose staff participated in the Atlanta conference. Havis stated that "this consultation confirms the value and importance of conference attendance to assure a greater practical teaching skill and ability in the actual Montessori classroom environment."

The Society's *"creating the new education"* conference is scheduled wherever a sufficient interest is expressed from the local community. Contact the Society for more information about attending a conference or to help plan such a conference in one's own local area.

Three participants from Toronto, Canada discuss "managing misbehavior" at Society conference in Warren, Michigan, January 28-29, 1989. Pictured (left to right) are: Madelyne Richburg, Teresita Villamayor and Thea Norton.

Moments of Peril

Cont'd from Page 3, Col. 1

Older children like Nathan respond particularly well to the abstract process of questioning and verbal inquiry with others—and this can be most successfully managed in a total class meeting where all the children are gathered together for a general discussion of issues that affect the functioning of their harmonious being together. At such a class meeting, the adult may present Nathan's basic problem (*"everybody hates me"*) and invite the other children to engage in a clarifying discussion of the matter. Nathan would thereby come to recognize more keenly his own responsibility for the reactions and hostile attitudes of the **other children to enable his own independent remedy of the problem in the future through more careful actions in greater harmony with the interests of the total group experience.**

Running Out the Door

The teacher controls an object which five year old Gary had been abusing in a flight of fantasy. Gary then runs out the door and down the hall screaming in wild defiance at the top of his lungs. Several smaller children follow Gary out the door. What to do?

Answer in **Observer**, *May 1989*

Positions & Placements

Montessori Teacher: Enthusiastic, energetic. Opening April 1st through June and/or September, 1989 for a full time period (8:30-3:30). Founded in 1972, and presently enrolls 180 children in six classrooms. Four acre location is one half hour south of Boston. Call (617) 934-7101 or write to Munch Kin Montessori, 145 Loring Rd., Duxbury, MA 02332.

Montessori Teacher: (3-6, 6-9) Full time for 1989-90 school year program expansion. Urban school serving Black community. Salary negotiable. Send resume to: Christ the King Catholic School, Attn.: Sr. Deanna Randall, BVM 1217 Hattiesburg St., Jackson, MS 39209

Authority

Cont'd from Page 3, Col. 3

and adults, specific leadership roles arise as one's practical skills, interest and ability are identified and applied to the immediate task at hand. Montessori teachers naturally exercise a leadership role on behalf of the "normalized" child as this reality is translated into various responsible actions with others in society. Directed by an inner "commitment to Montessori principles", such an expanding responsibility for the emergence of the "normalized" child in the world reflects the quality of true authority which ultimately guides and directs the entire future and destiny of mankind itself.

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Maturity

New Appointment to Accreditation Committee

On May 3, 1989, **Robert A. Destro** accepted appointment to serve on the Society's three-member accreditation committee which has final decision-making authority for accreditation of all Society Montessori teacher education. Mr. Destro will fill the vacancy left by retiring committee member **Dr. John Garvey** who had served on the accreditation committee since its establishment in 1983.

Lee Havis, Society executive director, expressed his deep appreciation for Dr. Garvey's important contribution to the committee's work. Havis stated that "during his tenure, Dr. Garvey offered a valuable legal perspective to the committee's various deliberations. His counsel was a most welcome support and encouragement to the Society's work in the field of Montesorri teacher education."

Recommended by Dr. Garvey, the appointment of Mr. Destro for the accreditation committee will continue to assure the presence of a

Cont'd. on Page 3, Col. 2

Montessori Conferences

Creating the New Education

Meriden, Connecticut
June 3-4, 1989

Oakland, California
July 15-16, 1989

West Bend, Wisconsin
August 6-7, 1989

Columbia, South Carolina
August 12-13, 1989

Pre-paid registration for the full two-day conference is $150 per person ($120 for Society members). The payment due date is four (4) weeks before the scheduled date of the conference. A late fee of $50 applies for registrations submitted after the payment due date.

Send registration fee to: International Montessori Society, 912 Thayer Ave., Silver Spring, Maryland 20910. Tel. (301) 589-1127.

Proceedings of the Society's "Creating the New Education" conference held in Houston, Texas on March 11-12, 1989.

New Education Conferences in Texas, Flordia and New York

Houston, Texas
March 11-12, 1989

On March 11-12, 1989, the Society conducted its "*creating the new education*" conference in Houston, Texas. Teachers, administrators and school owners from the states of Texas and Arkansas were in attendance. In addition, one person attended the conference from Barranquilla, Colombia, South America.

Conducted by **Lee Havis**, this latest Texas Montessori conference centered particular attention on how to keep one's "commitment to Montessori principles" viable and supported as a persistent reality over time.

Havis stated that "the best available means I know at present to assure the reality of this communication in one's life and circumstances with others over time is to maintain a continuing active participation in these Society conferences. Without this unique type of supportive participation with others, many forms of repression, prejudice and indifference arise in one's daily circumstances to overcome even the very best of one's own isolated and individual efforts and intentions in Montessori teaching."

Tampa, Florida
April 15-16, 1989

The Society held its third Florida Montessori conference in that state on April 15-16, 1989. This Tampa, Florida conference included the participation of Montesorri teachers and administrators from throughout the state. In addition, one person from the state of New York was also present.

This latest Florida Montessori conference featured particularly a discussion of "action" in the work of applying Montessori principles. Havis indicated that although "Montessori" is a reality created entirely within oneself, its existence must nonetheless involve a definite communication with others through various forms of expression. He stated that "Montessori teaching is an *active* process of making choices in one's life with others—far beyond mere words of agreement or expressions of belief. Failure to affirmatively *act* in a manner consistent with "commitment to Montessori principles" is to act by default against this communication—in complicity with the customary traditional forms of repression and abandonment of the child's true 'normalized' nature."

Cont'd. on Page 4, Col. 2

Maturity

by Lee Havis

> *"A kind of internal maturity must come about . . . When an obvious truth cannot be seen, we must retire, and leave the individual to mature. A struggle 'to bring about perception of evidence' would be bitter and exhausting."*
>
> **Dr. Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p.237*

Dr. Montessori recognized a basic lack of complete "maturity" as that which deters one's ability to realize the obvious truth of the child's true "normality" of being; e.g., loving order, self-disciplined and in complete harmony with others. Such immature adult thinking is particularly evident in society as traditional education where children are either repressed by restrictive adult "teaching" or totally abandoned to idle play and fantasy. Since children cannot fully mature in such a system of traditional education, future generations remain at risk of continuing past patterns of immaturity—to gravely threaten the overall peaceful evolution and constructive development of humanity itself.

Humanity

> *". . . humanity is still far from that stage of maturity needed for the realization of its aspirations, for the construction, that is, of a harmonious and peaceful society and the elimination of wars."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p.3*

Detrimental adult teaching in traditional education—to retard and limit the child's normal process of maturation—is ordinarily well-hidden by a complex inner camouflage of prejudice and unquestioned beliefs. Within the adult personality there tends to prevail a certain credulity with respect to various prejudicial limitations about life and the possibility for being—credulity which inherently deters any substantial investigation or questioning into the cause and nature of reality itself.

Credulity

> *"Credulity is, indeed, a characteristic of immature minds which lack experiences and knowledge of realities . . ."*
>
> **Dr. Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p.259*

Credulity reflects the immature state of sensory development which fundamentally limits reality to various prejudicial assumptions which are built upon expectations and habits of thinking from the past. The immature mind fails to "*see*" true "normality" in children because it simply does not "*believe*" that such a reality could possibly exist. By contrast, Montessori teaching is guided by an infinitely expansive principle of "observation" where one's approach to the child is more a matter of "*believing is seeing*".

Believing is Seeing

> *"It is therefore not enough to see in order to believe; we must believe in order to see. It is faith which leads to sight, not sight which produces faith . . . It is not enough that an object should be before our eyes to make us see it . . . it is not evidence but faith which opens the mind to truth."*
>
> **Dr. Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p.237*

Through faith, not external evidence, the reality of the child's true nature is allowed to eventually reveal itself to one's tangible sensory awareness. In practice, the Montessori teacher exercises this faith as an expansive way of being which approaches the child as an "unknown entity" by following a commitment to three specific principles of nature: (1) "*Observation*"; (2) "*Individual Liberty*"; and (3) "*Preparation of the Environment*". Such Montessori teaching expresses a commitment to these three principles to enable the child to realize its own complete process of normal maturation.

Maturation

> *". . . 'maturation' . . . denotes a kind of regulating mechanism for growth, which ensures balance in the organism as a whole, and in the direction of its growth impulses."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p.93*

Within an environment of "commitment to Montessori principles", the child matures by a gradual inner coordination of various elements involved in its total physical, mental and spiritual growth. By about the age of six, this maturation process finally results in the essential formation of the child's entire personality. Prior to the age of six, normal maturation is most significantly enhanced by an environment which includes a wide variety of well-ordered objects and activities which are specifically designed for the child's own independent, self-directed work and active constructive experience.

Work and Experience

> *". . . listening to words does not make a man. Only practical work and experience lead the young to maturity."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p.22*

Youñg children normally mature only through a process of real work and much practical experience with physical objects. Obviously, the passive listening and rote memory of ordinary traditional instruction therefore tends to work against the child's own natural instincts and needs in the process of normal maturation. By contrast, Montessori teaching applies the principle "*Preparation of the Environment*" by providing a diversity of objects and exercises for children to use according to their own individual needs and interests at the particular time.

Environment

> *". . . environment has a dominant part to play in the process of maturation."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p.95*

The environment is particularly critical to the process of maturation during the early childhood period when the young child's "*absorbent mind*" is uniquely sensitive to environmental experience. After the age of about six, the "*absorbent mind*" is lost and the child then matures only at a much slower rate of development. With the older child and adults, further maturity is accomplished primarily as an internal process of education which incorporates itself within as a fusion with the personality already formed.

Cont'd. on Page 4, Col. 1

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Reflections . . .

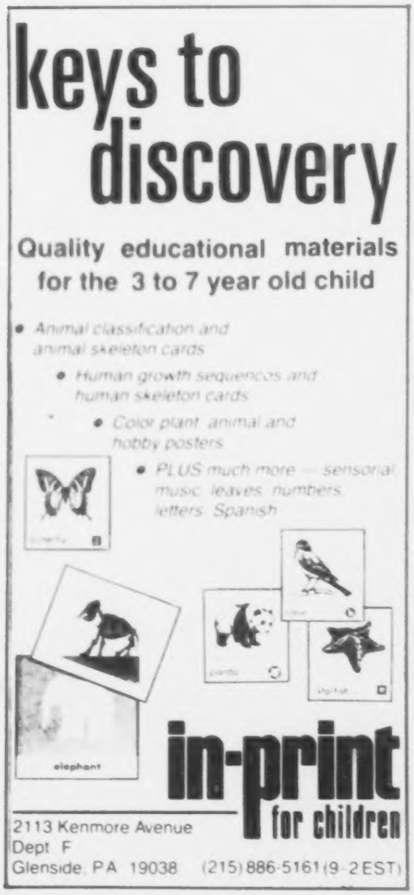
by Paul Posillo
(Ashaway, Rhode Island)

Using Silence

Paul Posillo is a student in the Society's Independence Study Course for Montessori teaching. His reflections here concern his personal experiences in applying Montessori principles with children in practical situations to "control the environment, not the child."

I have been trying very hard in the recent past not to repeat words (to a child) that were either ineffective or detrimental at a given moment. I have been more and more using silence because words so often . . . escalate . . . misbehaviors . . . I find that I become increasingly frustrated, powerless, inept, failure feeling. Words for me become a power struggle at which I usually fail. If I continue questioning or calling for obedience I usually become frenzied . . . with my strained tone and accusing words.

A simple question of inquiry such as '*Why are you doing that?*' becomes in its meaning and tone, "*What's the matter with you!*" I lose control easily when it comes to using words. I have found that I maintain better control of myself as a commitment to Montessori principles if I limit my use of words. If they don't work or they actually seem to escalate a misbehavior, I abandon them altogether.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Carla Munford (left) and Elaine Pope-Bush (right) in discussion at the Tampa, Florida conference (April 15-16, 1989).

New Appointment

Cont'd. from Page 1, Col. 1

legal perspective in the committee's various deliberations in the future. Specifically, Mr. Destro's extensive background includes a law degree from the University of California (1975, Berkeley) and considerable experience in the practice of law and in the field of legal education.

In 1983, Mr. Destro was nominated by President Reagan and appointed by the Speaker of the House of Representatives to serve a six-year term on the United States Commission on Civil Rights. Presently, he is a law profesor at the Catholic University of America (Washington, D.C.) where he specializes in constitutional law in the area of civil rights concerning such issues as freedom of speech and church/state relations.

The Society is honored to have the participation of Mr. Destro on the accreditation committee to continue its important work in the field of Montessori teacher education.

. . . In the Field

By Alethea Farzad

Lynn Philip (IMS Student) represented Montessori education at a meeting of the Home Educators in Connecticut on April 29, 1989 where she invited participation in the Society's conference in Meriden, CT on June 3-4, 1989. . . . **Zamahara Rojas-Berkov**, director of the Escuela Montessori Bilingue in Richmond, CA, organized a meeting of persons in her area in March to consider the possibility of having a Society conference in that state. Because of such meetings in the northern California area, a Society conference is now scheduled for July 15-16, 1989 in Oakland, CA . . . **Isabel Hodgson**, director of the 3-5 Montessori Nursery in London, England, is currently planning a conference to be led by Lee Havis in London on June 24-25, 1989. Isabel became interested in sponsoring such a conference after attending various meetings in California to organize the July conference in that state.

Moment of Peril

Running out the Door

from ***Observer****, March/1989*
by Lee Havis

With Gary as the "hub" (see ***Observer****, March/1989*), the elements of "adult personality" and "other children" are detrimental influences in this situation—no "physical objects" are involved. As always, the approach is to "control the environment, not the child".

The detrimental influence of the "adult personality" emerges as an extremely reactive power struggle which is ordinarily associated with the adult having feelings of considerable tension, fear and confusion. "Other children" who follow Gary out the door add this further element in the environment as a detrimental influence for the adult to "control".

Since one's essential responsibility is for *all* the children in the classroom, the adult must necessarily remain physically located in the room; i.e., no chasing the children down the hall to bring them back. To control one's "adult personality" in this situation therefore requires primarily a restraint of physical movement to engender a greater awareness of one's own feelings and thoughts at this "moment of peril". One's conscious attention is placed on Gary and the other children out of the room, even though one's physical presence remains unmoved from a stationary position in the room itself.

To remove the detrimental influence of "other children" around Gary, the adult may look out the door to obtain whatever eye contact is possible in this manner. Such eye contact will enable the adult to gesture for the children to return to the room. The returning children may then be seriously cautioned that by the children staying in the room, the responsible adult is more able to observe them to assure their safety.

Multiple Misbehavior Scenarios

In a classroom of thirty children aged 2-6, several children are fantasizing in one corner, pretending to have a "tea party". In another corner of the room, a child is hitting a delicate piece of material against the hard floor. Elsewhere, an older child is violently pushing and grabbing a younger child in a situation that obviously threatens serious physical harm to the child involved. What to do?

Answer in **Observer**, *September/1989*

Action Counts

"To think and wish is not enough. It is action which counts."

Dr. Maria Montessori
from Spontaneous Act. in Ed., *p. 171*

May, 1989
Vol. X, NO. 3

Maturity

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Maturity

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Personality and Education

> *"Man is a fusion of personality and education, and education includes the series of experiences he undergoes in his life."*
> **Dr. Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p.113*

The adult continues the development of an inner maturity throughout life as a process of growing awareness which arises from the totality of present moment experiences which occur over the course of time. This fusion of education with personality enlarges one's being so that past limitations of thought tend to become gradually diminished and disengaged over time. In Montessori teacher education, this process of continuing inner maturity specifically disengages one's "personality" from being as "commitment to Montessori principles"— an educational process which involves a series of present moment creative experiences which reveals the expansive direction of nature itself.

Nature Directs

> *"Localized states of maturity must first be established, and the efforts to force the child's natural development can only do harm. It is nature that directs."*
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p.88*

Throughout life, nature ultimately directs the growth of maturity as an inherent integration of being with the larger creative evolution of the entire universe. Committed to three fundamental laws of nature, the Montessori teacher reflects a vital localized state of maturity on behalf of mankind's normal human growth and development. Such a collaboration with nature begins in one's own immediate personal life and circumstances with children to ultimately expand in its expression with others to support the full and complete maturity of all humanity throughout the entire world.

Participants at the Society's conference in New York, New York (April 29-30, 1989).

New Education Conferences

Cont'd. from Page 1, Col. 3

New York, New York
April 29-30, 1989

On April 29-30, 1989, Lee Havis conducted the Society's *"creating the new education"* conference in New York, New York. Attended by Montessori teachers and school administrators from throughout the states of New York and New Jersey, this latest New York conference also included a significant number of local area students in the Society's Montessori teacher education program.

The New York conference discussion focussed particular attention on the issue of how to control the "adult personality" in circumstances which involve the detrimental presence of other adults; e.g., staff associates, government officials and parents. Havis emphasized that since "other adults" essentially reflect some aspect of one's own "personality", all problems with "others" are really problems within oneself and are therefore subject to successful resolution by one's own responsible, independent being and action.

Havis specifically stated that "by creating one's being as that of 'commitment to Montessori principles' rather than 'personality', other adults must necessarily respond to this new reality to either leave one's presence or to accommodate themselves accordingly in a favorably, supportive manner. As one persistently communicates to others what is really wanted in tangible concrete action, changes will occur in those persons who are directly involved in the particular circumstances in question. Others really do 'change' as a result of one's own 'changing'."

Positions & Placements

Montessori Teacher: (3-6) certified individual for well-established school just east of Hartford, CT. Call school for additional information. Send resume to: Search Committee, Hans Christian Andersen Montessori School, P.O. Box 9125, Bolton, CT 06043. Tel: (203) 646-5727.

September, 1989

Vol. X, No. 4

The Montessori OBSERVER

Completion

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Lee Havis directing discussion at the Montessori conference in Great Britain—Wimbledon, London, England (June 24-25, 1989).

Society Conferences in United States

Washington, D.C.
May 6-7, 1989

A Society "Creating the New Education" conference for the Washington, D.C. area was held in Alexandria, Virginia and included the participation of persons from the states of Virginia, Maryland and Washington, D.C. **Robert Destro**, new member of the Society's accreditation committee for teacher education was also present as an observer during a portion of the conference proceedings.

The conference communication particularly emphasized the nature of "*being*" and "*reality*" as one's own individual mental creation; i.e., **not** the common outward representation of such which is ordinarily associated with prevailing social habits of thought and action.

During the discussion, **Lee Havis** emphasized that one's thoughts can be changed from that which prevails in society—to challenge and alter the conditions of repression and prejudice against the child's true nature. Havis stated that "change in society begins with one's own immediate circumstances in small acts in the present moment to express one's being with others as a "*commitment to Montessori principles.*" Others must accordingly either conform to this new reality or resist this change of circumstance. Even such 'resistance' is a positive result by bringing more attention and importance to the '*new education*' than otherwise would result from the ordinary pattern of continuing indifference and inattention.

Reading, Pennsylvania
May 20-21, 1989

The Society's conference in Reading, Pennsylvania examined particularly the distinction between "*being*" and "*personality*"; i.e., how one can at the same time "*have*" a personality and yet "*be*" a commitment to Montessori principles.

Lee Havis specifically indicated that thinking of the three Montessori principles has the effect of "replacing" the ordinary thought patterns of "*adult personality*" with that of "*commitment to Montessori principles*"—the idea being that no two things can occupy the same space at the same time. He stated that "by thinking of Montessori principles, ordinary random thoughts and feelings associated with 'adult personality' are thereby necessarily separated from one's 'being' so that these thoughts and feelings can be more objectively observed and managed. This process of specific 'thought replacement' must be repeated actively over time since the tendency of '*adult personality*' is to always occupy the space of '*being*' as a matter of default conditioning from the past."

Following the conference, Havis visited a local Montessori school which participated in the conference to help work out the practical resolution of various problems of applying Montessori principles with children.

Cont'd. on Page 4, Col. 2

Montessori Conference in Great Britain

On June 24-25, 1989, **Lee Havis** conducted the first "Creating the New Education" conference in Great Britain. Organized and sponsored by **Isabel Hodgson**, owner and director of the Montessori 3-5 Nursery (Wimbledon, London, England), the conference was held at her school for various teachers, school owners and other persons interested in Montessori education from throughout England and Ireland.

This first British Montessori conference directed particular attention to the critical importance of language to express oneself with children and adults; e.g., the danger of excessive or manipulative words where fewer words or perhaps even total silence might serve as a more effective application of Montessori principles. One participant indicated that after attending the conference, she now had "words" to put to her experience of

Cont'd. on Page 4, Col. 3

Reflections ...

by Paul Posillo
(Ashaway, Rhode Island)

Fantasy

I have developed a healthier attitude toward fantasy lately. As a zealous new Montessorian, I used to want to crush it out. I suppressed children's fantasies as one would crush a butterfly under one's foot. Fantasizing was a crime to be punished.

I see now that fantasy has a natural role to play in the life of the child. As fever, pain, swelling and other physical symptoms are signs of the condition of a sick body, so too are fantasies signs of a sick psyche. Supressing symptoms does not change the underlying cause. What is needed is to diagnose to a greater or lesser degree based upon the symptoms, prognosticate, prescribe and then administer the remedy (to let the child give vent to its underlying feelings through a friendly questioning process).

I have come to the conclusion that fantasy has a very important role to play in the process of normalization which will eventually make

Cont'd. on Page 3, Col. 3

Completion

by Lee Havis

> *"There is a vital urge to completeness of action, and if the cycle of this urge is broken, it shows in deviations from normality and lack of purpose."*
>
> **Dr. Maria Montessori**
> *from* **Ed. for a New World**, *p.57*

Dr. Montessori recognized completion as inherent in the child's development of true normality; i.e., being in complete harmony with one's entire environment. Unless this inborn urge for complete normal development is supported by a suitable *"normalizing"* environment, fundamental deviations of character tend to emerge, resulting in behavior such as sloth, dependency, violence, disorder, greed and timidity. To assure normal development during the critical early childhood period, the vital process of completion must be allowed to proceed unhindered within the child's mental activity which is spontaneously creating the child's entire unique human personality.

Completing Human Personality

> *"Just as there is no complete man already formed in the original geminative cell, so there seems to be no kind of mental personality already formed in the newborn child."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p.51*

The newborn infant's basic *"urge"* to form its being as "personalitiy" is expressed in its early childhood years through profound creative activity and a diversity of sensory experiences with the environment. By about the age of six, this essential "personality" formation is finally completed and remains thereafter permanently fixed as a stabilized state of being with which one is uniquely identified throughout life. Completing such a development of personality during early childhood is accomplished through a process of considerable stimulation by the environment.

Stimulation by Environment

> *". . . the human embryo must be born before completing itself. . . . Its potentialities, in fact, must be stimulated by the environment."*
>
> **Dr. Maria Montessori**
> *from* **Formation of Man**, *p.82*

Stimulated by the environment, the young child builds up within itself a basic mental order which perfectly conforms to its own unique time, place and group. The child's personality thereby acquires its complete set of basic distinctive attributes of language, cultural habits and qualities of character. Prior to the age of about six, the child's special *"absorbent mind"* is particularly sensitive to certain environmental stimuli which become deeply integrated into its whole being as *"personality."* Through such sensory stimulation, the young child is constantly engaged in the process of absorbing the environment.

Absorbing the Environment

> *". . . the child absorbs his environment, takes everything from it, and incarnates it in himself."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p.66*

Absorbing the environment is the young child's spontaneous means of completing its formation of essential personality. Such an intimate incarnation of the child's total environment is achieved through a wide diversity of external activities which may appear at times to the ordinary adult as quite boring or perhaps even useless; e.g., simple hand movements or ordering exercises, repeated over and over again. Nevertheless, it is just this type of apparently *"useless"* activity which provides the child with vital experiences of order and concentration which are so critical to its completely normal development. Such a profound adaptation to one's environment is realized through a continual process of completing various cycles of tangible external activity.

Completing Work

> *". . . the completion of an entire cycle (of work) will exercise an influence more and more far-reaching in the personality of the child. . . . it is from the completed cycle of activity . . . that the child develops equilibrium, elasticity, adaptability, and the resulting power . . . of obedience."*
>
> **Dr. Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p.104-105*

By completing various cycles of spontaneous goal-directed activity, i.e., *"work,"* the young child mentally internalizes the order and nature of its total environment which may then in turn reflect itself outwardly as complete *"normalized"* being, e.g., spontaneous self-discipline, sympathy for others, attachment to reality, independence, harmony and adaptation to one's entire environment. Such *"normalization"* arises initially in a moment of profound concentration on some specific object or exercise with which the child takes an intense personal interest. Adults create a proper *"normalizing"* environment for such vital completion experiences by following a path of general "non-intervention."

Non-Intervention

> *". . . an intense effort . . . must be fully expanded—the cycle must be completed. Adults should therefore not interfere to stop any childish activity however absurd. . . . The child must carry out his cycle of activity."*
>
> **Dr. Maria Montessori**
> *from* **Ed. for a New World**, *p.57*

Montessori teaching with young children is essentially the path of *"non-intervention"*—a way of being which is quite distinct from the ordinary adult-directed instruction usually found in traditional education. The Montessori method of *"non-intervention"* must even sometimes allow behavior which may appear as quite *"absurd"* or purposeless. By allowing such apparently *"absurd"* behavior, the adult is helping the child to resolve for itself some inner need or interest which may be most critical to its proper normal development. The approach of *"non-intervention"* with children may be more precisely defined as a way of being committed to three specific Montessori principles—a process of expansive being which is constantly completing itself in the emergence of the *"normalized"* child.

Completing Montessori

> *"Although our system of education . . . is not yet entirely complete, it already constitutes a sufficiently organic whole . . ."*
>
> **Dr. Maria Montessori**
> *from* **Discovery of the Child**, *p.20-21*

As a system of education, *"Montessori"* completes itself as a continuing expansion of one's being to allow the new *"normalized"* child to fully emerge in the world. Such an expansive being with children most effectivley begins within oneself as awareness of the three

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Look for the

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featuring

Control of Error

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Lee Havis, Executive Director

The *Montessori Observer* is mailed six times each year to Society members throughout the world. The *Observer* is sent during the months of January, March, May, September, October and November. The purpose of this publication is to provide news and information about the development of Montessori education to extend awareness of Montessori principles and to promote harmony within the Montessori community.

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LETTERS TO IMS

June 5, 1989

Dear Lee,

When I came to the latest conference (Meriden, CT, June 3-4, 1989), I was not 'high', but I was 'higher' than I have been most of my life. The conference lifted me just a little higher by confirming the path that I have been on and by clarifying and expanding many truths that I already believed.

The important changes are that now I can do it better, i.e., commitment to Montessori principles, and that it is now time to set my sights beyond my immediate circumstances and begin . . . to prepare the way for the emergence of the normalized child in society at large. I have no doubt about your support in this effort.

Paul Posillo
Ashaway, Rhode Island

June 18, 1989

Dear Lee,

I want to thank you for a wonderful conference (New York, NY, April 29-30, 1989) and for the insight, support and encouragement that you offered during the conference sessions. I was delighted to have had the opportunity to participate along with Sisters Marie Gabrielle and Rosa. I know that a lot of what they are experiencing in the classroom is due to their attendance and participation at the conference. We have had many fruitful discussions and we are trying to help one another in our commitment to the Montessori principles.

Sister Elizabeth Pinto
Parsippany, New Jersey

July 17, 1989

Dear Mr. Havis,

I thank you for your courage and conviction in the possibilities of creating the New Education. The conference in Oakland (July 15-16, 1989) is an experience that will not only impact me, but with my own degree of courage and conviction impact the children and others with whom I come in contact.

Sincerely,

M.A. Bowe
Gilroy, California

July 18, 1989

Gentlemen:

. . . I would like to thank Lee Havis for the conference this last weekend (Oakland, CA, July 15-16, 1989). My husband and I have already spent hours discussing its content. It is the guidance we have been praying for. We both believe it answers many of the problems we've been having with our children. Thank you, again.

Sincerely,

Susan Hunt
Grants Pass, Oregon

Moment of Peril

Multiple Misbehavior Scenarios

from *Observer*, May/1989
by Lee Havis

When many misbehavior scenarios threaten within the environment (**see *Observer*,** *May/1989*), one must make "priority" choices in the process of giving one's attention and consideration to specific situations. Since the teacher's responsibility is the **entire** environment, no single misbehavior scenario can be isolated for analysis and resolution without a proper judgment of its relative priority with respect to all other activity within one's **total** scope of responsibility.

A logical *"hierarchy of priorities"* to judge one's need for attention may be effectively established according to the relative severity of

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Completion

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fundamental Montessori principles; i.e., (1) ***"Observation"***; (2) ***"Individual Liberty"***; and (3) ***"Preparation of the Environment."*** These three Montessori principles implicate a directionality of expansive being on behalf of corresponding basic laws of nature which taken together provide a complete basis for one's continuing effective action with children—a vital inner control of error to guide one's being even in the face of the numerous practical problems and difficulties which arise with children concerning such matters as *"managing misbehavior."* Completing Montessori in one's own experience therefore primarily requires a very precise continuing inner preparation of thought.

Preparation of Thought

> *"When the right preparation of thought is complete, discoveries may take place by the organization of many minds in this suitable mental atmosphere."*
>
> **Dr. Maria Montessori**
> *from* **To Ed. the Human Potential,** *p.57*

Centered on the three Montessori principles, adult thinking becomes completely prepared so that one's corresponding actions with children will tend to emerge as spontaneously effective in the present moment and naturally self-corrective over time. Such a delicate preparation of thought must be further sustained and supported by its communication and association with others through such means as pertinent conferences, consultation and various other forms of continuing education. Without this type of supportive continuing education, *"Montessori"* tends to become disconnected from its vital purpose to reveal the reality of the *"normalized"* child—to reflect instead yet another form of expression of one's limited being as *"personality." "Montessori"* may well then represent only words without action; limited and incomplete in substance at its core, consisting of merely an essential confusion associated with various vague ideas, certain specified materials and rigid teacher qualifications based on such superficial criteria as *"certification."* Ultimately, one's inner preparation of thought as *"commitment to Montessori principles"* must therefore clearly distinguish itself from such being as *"personality"*—extending beyond mere words of agreement and belief to complete itself in actual practice through substantial acts of committed movement.

Movement

> *"Movement is the last part that completes the cycle of thought, and spiritual uplift is attained through action and work."*
>
> **Dr. Maria Montessori**
> *from* **Ed. for a New World,** *p.49*

Movement in Montessori teaching arises in various specific forms of committed action; e.g., a subtle control of some physical object, simple eye contact with a child, or more delicately still, the inhibition of some reactive tendency to *"intervene."* In the immediate circumstances of dealing with some specific *"misbehavior"* with children, one's committed Montessori teaching may at first seem quite *"incomplete"* and insubstantial to meet the apparently urgent need for some superficial resolution. At such times, one may perhaps feel strongly compelled to force a premature *"completion"* to the situation—resulting only in the continuing drama of misbehavior to arise in some other more disguised form in the future. By contrast, true completion of such practical teaching problems must arise of itself as a spontaneous resolution—consistent with the three infinite Montessori principles of nature. Such complete resolution is therefore seen as part of a long-term process of being in harmony with the totality of all human development.

Total Human Development

> *"Allow the whole to function together and there is discipline, but otherwise there is not! . . . There is only one problem, and it is human development in its totality . . . everything else follows spontaneously and harmoniously."*
>
> **Dr. Maria Montessori**
> *from* **To Ed. the Human Potential,** *p.13*

With children, the Montessori teacher must always recognize that total human development is the essential basis for any completion of any individual problem situation. Since the adult must assume responsibility for the totality of all the children together, individual *"misbehavior"* scenarios must often be allowed to unfold without an immediate *"intervention."* To thereby allow a troubling scenario of some distressing "disorder" to unfold without one's immediate *"intervention"* may seem as quite *"incomplete"* for the moment—only later to reveal its own spontaneous completion in a manner which may prove quite unexpected.

Montessori teaching therefore requires a particular patience and humility to bear with and work through the many disturbing immediate circumstances of disorder, misbehavior, expectations and reactive tendencies that ordinarily emerge with children in a group situation—to recognize that one's responsibility and care for each individual child must also include all the children being together as a total harmonious group. Following this path of *"commitment to Montessori principles"* in one's being with children, the *"normalized"* child will eventualy emerge to reveal the true completion of humanity's creative purpose of total human development in the world.

* * *

Reflections . . .

Cont'd. from Page 1, Col. 3

fantasy a thing of the past, much like a fever which has broken. The unwitting but common practice of encouraging fantasies without resolutions is like doing everything one can to increase a fever and to prolong it as long as one can. When that happens one takes the risk of making fantasy the coma of the psyche.

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Moment of Peril

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danger and harm; i.e., (1) serious physical harm to children; (2) serious harm to physical objects; and (3) "fantasy" [i.e., all other forms of "unnormalized" behavior which do not involve either priority (1) or (2)].

In the current situation, a priority (1) scenario of possible serious harm to children is present; i.e., violent pushing and hitting a young child. This priority (1) scenario therefore demands one's primary attention over the less harmful circumstances of abuse of materials and "fantasy" involving a make-believe "tea party".

The priority (1) scenario of violent hitting of a child may require more than "eye contact" from across the room to result in its resolution. If so, the teacher may approach and protect the child being hit (i.e., "control" the "other child") by suitable placement of one's hands to receive the blows of the "hub" aggressor child. The "hub" child would then tend to look at the teacher and engage in some form of verbal communication to resolve the matter at issue.

Once the priority (1) scenario has been sufficiently resolved as such, the teacher may then proceed to resolve the priority (2) situation (i.e., abuse of materials) and then finally the priority (3) situation of "fantasy". As always, the process of "*control the environment, not the child*" requires the identification of an individual "hub" child as the basis for analyis and resolution of each scenario as it arises for specific resolution.

Multiple "Fantasy" Scenarios

Throughout the environment, various groups of children are engaged in "fantasy" behavior; e.g., drawing pictures of guns and airplanes, scribbling on paper, running around the room pretending to be "superman", using materials and props for a pretend birthday party. There is no serious threat to physical harm to children or materials. What to do?

Answer in **Observer**, *October/1989*

Discussion of Montessori education at proceedings of the "Creating the New Education" conference held in Oakland, California—July 15-16, 1989.

Conferences in United States

Cont'd. from Page 1, Col. 2

Oakland, California
July 15-16, 1989

The Oakland conference included the participation of teachers, school owners and parents from the states of California, Oregon and Washington. Several graduates and students of the Society's teacher education program were also in attendance.

The conference discussion highlighted particularly the magical nature of being a "*commitment to Montessori principles.*" Havis stated that "one's committed being works like magic to reveal the '*normalized*' child—beyond the conventional expectations of society, and even one's own ordinary understanding and logical reasoning. To master the magic, argument or explanation is not needed so much as is one's own exploration, discovery and experimentation with this communication as a matter of direct personal experience."

A considerable interest was expressed at the conference for a further such event in the area in the near future. Conference participants are being asked to help inform others about this opportunity so that a specific date and location can be definitely established.

Montessori in Great Britain

Cont'd. from Page 1, Col. 3

Montessori education—to communicate more effectively this special way of being to other adults.

On Sunday, June 25, 1989, Havis was interviewed on London radio to discuss Montessori education and the purpose of his visit to Great Britain. After the conference, he visited various nearby schools to personally observe and consult with conference participants in their own immediate classroom circumstances with children.

Speaking of his first conference experience in Great Britain, Havis stated that "I was very encouraged to see the considerable interest and favorable response of the British people to this communication. This first conference and consultation in England could well lead to substantial relationships of greater support and cooperation for the Society's further work and activity in that area of the world."

Based on the interest expressed by conference participants, plans are currently underway for a further "creating the new education" conference in Great Britain for spring, 1990. A specific weekend date and location will be announced as soon as this information is available.

October, 1989

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Control of Error

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Coalition Meets for Choice in Education

The **Americans for Choice in Education (ACE)** met in Washington, D.C. on July 26, 1989 to continue its planning for efforts to encourage educational freedom in the United States. Active in the Coalition since its founding in 1988, the International Montessori Society was represented by **Lee Havis** who specifically emphasized the need for reducing the "unnecessary and excessive government control of private education."

The ACE Coalition reaffirmed at the recent Washington, D.C. meeting their support for parents to choose the kind of education which they deem best for their children and to focus particular immediate attention for this purpose on those key states where the maximum opportunity for success appears to exist. After hearing from multiple speakers, the meeting chose the states of Delaware, Kentucky and Louisiana for concentrated action at the present time.

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Reflections ...

by Paul Posillo
(Ashaway, Rhode Island)

Observation . . . A Little Study

I have tried in my reflections to come up with a single word or group of words that would capture the essence of the principle of *observation* . . . In these past few weeks, my understanding of true observation has broadened, indeed.

Observation is both very old from the point of view of religion and culture and very new as a defined aspect of scientific method. It seems to me that its rootedness in nature is easily attested to by its continuous presence and its evolutionary unfolding throughout the history of the human race. *Roget's Thesaurus* lists the synonyms for 'observe' into four separate categories, each group being bonded together by a common link:

1. see, notice, watch, study, survey, scrutinize, examine, perceive, look, view, espy, attend to, discern.
2. conform to, abide by, submit to, heed, obey, follow, acknowledge, respect, keep.

Cont'd. on Page 4, Col. 1

Proceedings of the Society's "Creating the New Education" conference held in Columbia, South Carolina— August 12-13, 1989.

Montessori Conference in South Carolina

On August 12-13, 1989, the Society conducted its *"Creating the New Education"* conference in Columbia, South Carolina. This third such South Carolina conference included the participation of persons from the states of South Carolina, Georgia, Florida, Kentucky and Texas.

Led by **Lee Havis**, Society executive director, the conference discussion considered many specific examples of how to apply Montessori principles with children to *"control the environment, not the child."* Particular attention was focussed on the question of *"good manners"*; i.e., acquiring habits of social grace, courtesy and politeness with one another.

Havis stated that " *'good manners'* is primarily a matter of habit which children naturally acquire by following the example of other children and the supervising adults. To the extent that these adults try to force compliance with insincere forms of superficial politeness, children will likewise tend to reflect a similar form of rude and disrespectful behavior with others."

Havis also pointed out that the conference experience among adults is an excellent opportunity to practice *"good manners"* in the social setting. He stated that "the habits of respect for each other we learn to practice in the conference can begin to develop similar habits of *'good manners'* in one's own daily routine with children at home and school."

Before and after the conference, Havis visited the *College of Early Learning*, a Montessori school in Columbia, South Carolina, to consult with their staff who attended the conference. He worked directly with the staff on various aspects of their practical classroom application of Montessori principles.

Lunch break discussion at Society's Montessori conference in Meriden, Connecticut on June 3-4, 1989. Pictured in foreground are (left to right): Lisa Smith-Horn, Paul Posillo and Lynn Philip.

Conference Held in Meriden, Connecticut

The Society's first Connecticut Montessori conference was held in Meriden, Connecticut on June 3-4, 1989. Attending were Montessori teachers and school administrators from the states of Connecticut and Rhode Island.

Lee Havis directed the conference discussion in an examination of various problems of

Cont'd. on Page 4, Col. 3

Montessori Observer, October/1989

Control of Error

by Lee Havis

> *"We come to a scientific principle which is also a path to perfection. We call it 'control of error' . . . If this particular principle is realized . . . then it does not matter whether teachers and mothers are perfect or not."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 247-248*

Montessori teaching requires a continual *control of error* for one's being to consistently assure the emergence of true normal development in children. To correct the many hidden mistakes and limitations which arise in this distinctive way of being, a most reliable *control of error* is available within oneself by focusing attention on three specific principles of nature; i.e., (1) *"Observation"*; (2) *"Individual Liberty"*; and (3) *"Preparation of the Environment"*. These three Montessori principles provide the vital inner indicators which guide one's being in the delicate and intangible process of creating a true "normalizing" environment for children.

Indicators

> *" 'control of error' is any kind of indicator which tells us whether we are going towards our goal, or away from it."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 248*

By calling to mind a principle such as *"Observation,"* the Montessori teacher is reminded to stand and watch rather than to actively "teach". The child may then more nearly follow its own inborn instincts towards perfection rather than the prejudicial direction and control of the supervising adult. Following such inner instincts, the child is effectively guided to achieve the maximum possible degree of exactitude and progress in self-directed activity which arises in accordance with its own spontaneous interest.

Child's Interest

> *"The child's interest in doing better, and his own constant checking and testing, are so important to him that his progress is assured. His very nature tends towards exactitude and the ways of obtaining it appeal to him."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 250*

The child's natural interest for progress and exactitude is expressed in outer form through a wide diversity of experiences and exploration in the environment. This natural self-instructional activity is necessarily opposed by the customary adult "teaching" which imposes on children its own schedule of predetermined curriculum and group-oriented instruction. Within such a structure of traditional education, the child is subjected to an external adult control of error which inherently represses its own individual path of normal development.

Traditional Education

> *". . . a typical attitude of the adult is to be always looking for vice in order to suppress it. But the correction of errors is often humiliating and discouraging . . . and since (traditional) education rests on this basis, there follows a lowering in the general quality of social life."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 240*

Traditional education generally consists of checking, testing, and control of the child's learning activity according to the pervasive authority of adult "teaching"—to constantly distract the child from its own efforts for independent self-education. This traditional adult *control of error* opposes the normal standards of human development wherby children would otherwise instinctively seek to check and correct their own errors through free activity and discovery in the environment.

Normal Standards

> *". . . teachers do not believe that children are active learners. They drive and encourage, or give punishments and rewards, to stimulate work . . . Normal standards are debased by a rule arbitrarily imposed."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 240*

The ordinary standards of classroom rules and learning procedures in traditional education are created by adults, who also interpret and enforce their practical application. By contrast, Montessori education follows the guidance of normal standards given by three infinite and eternal laws of nature—standards that rely not on adult-controlled classroom *"rules"* but rather on the child's own inner control of error to guide its learning process within the conditions of a basic nothingness.

A Basic Nothingness

> *"Poverty and ignorance, (and lack of) teachers, syllabus and rules furnished a basic nothingness, and because of this nothingness, the soul was able to expand."*
>
> **Dr. Maria Montessori**
> *from* **Ed. for New World**, *p. 70*

The basic nothingness of Montessori teaching allows the child's own instinctive interests for normal self-development to fully emerge through free activity in a supportive well-organized environment. Guided by such principles as *"Preparation of the Environment"*, the Montessori teacher is directed to provide the children with an indirect means for their own independent control or error through the use of well-ordered, specially designed learning materials.

Designed Materials

> *"Our apparatus is always designed to have this property of offering visible and tangible checks."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 249*

The Montessori *"prepared"* environment offers to children a well-ordered arrangement of precisely designed materials. The very nature and presentation of these materials allows the children themselves to constantly check their own progress and ability—without the ordinary "teaching" involvement of the adult. Such a self-directed control of error through the materials is particularly vital for the young child under the age of six whose *"absorbent mind"* is forming a life-long stability of mental order and character through an intimate sensorial experience with physical objects. Young children thereby acquire their essential intellectual skills and basic mental order by a concentrated and exacting use of the specially designed materials in the Montessori environment.

Cont'd. on Page 3, Col. 2

Look for the
November Observer
featuring
Lesson Presentation

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Lee Havis, Executive Director

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Moment of Peril

Multiple "Fantasy" Scenarios

from ***Observer****, September 1989*

by Lee Havis

When many familiar *"fantasy"* scenarios are present in a group situation at the same time (**see *Observer***, *September 1989*), there may be no single scenario which compels one's primary or immediate attention. Since there is no serious threat of (1) phyical harm to the children or (2) physical harm to objects, all scenarios have a relatively low priority for the teacher's particular attention.

In such a situation, the teacher's active movement to physically or verbally intervene in any single situation would tend to deter her ability to visually scan the entire environment, thereby perhaps missing some important "eye contact" lesson that would spring up spontaneously from the interest of a child. By standing still and relatively detached from involvement in any particular scenario, the teacher can visually scan the total environment with a "light touch" to be more available to engage individual children with "eye contact" whenever such important opportunities arise.

As these "eye contact" lessons are offered over time, various "fantasy" situations tend to dissolve by themselves as the children instinctively return to their own normal state of work and attachment to reality. Any remaining stubborn *"fantasy"* scenario may then be engaged by the adult's more direct form of focussed attention and verbal questioning: e.g., "what are you doing?"

Controlling other Adults

The teacher's assistant violates Montessori principles at times by allowing her *"personality"* to become detrimentally present with chilren through such means as power struggles, dependency and manipulation. When questioned, the assistant justifies picking up after some children because she claims they are "too young" to handle some situations and the environment must be "prepared" and "orderly" for the other children. The assistant claims her actions are "pragmatic" and necessary in particular circumstances where she must exercise her own best judgment in the *"moment of peril."* What to do?

Answer in **Observer**, *November 1989*

* * *

Coalition Meets

Cont'd from Page 1, Col. 1

Following the meeting, Havis prepared and submitted several documents for consideration by the Coalition: a *"Summary of Strategy for Choice in Education,"* and a position paper on *"Tuition Tax Credits."* The *"Summary Strategy"* document includes certain critical proposals for model legislation which may be useful in drafting specific laws to implement educational choice. Interested persons may contact the Society to obtain a copy of these documents.

Control of Error

Cont'd from Page 2, Col. 3

Use of Materials

> *"The control of error through the materials makes a child use his reason, critical faculty, and his ever increasing capacity for drawing distinctions."*
>
> Dr. Maria Montessori
> *from* **Discovery of the Child**, *p. 103*

The young child uses a variety of well-ordered materials in the Montessori environment to absorb within itself the basic order of nature which gradually becomes an essential aspect of its entire "personality". Built-in control of error in these self-instructional materials, such as color coding, isolation of difficulty, order, sequence and consistent placement, provide the child with vital opportunities for independent experimentation and exploration which require little, if any, adult direction. The adult in the Montessori environment may then serve less as a "teacher" and more as a quiet spectator of the children's spontaneous activity.

A Quiet Spectator

> *it is the environment itself which helps to make the children continuously better the teacher can remain a quiet spectator of all the little mistakes that occur around her."*
>
> Dr. Maria Montessori
> *from* **The Child**, *p. 12-13*

As a quiet spectator, the Montessori teacher carefully observes how the children interact with each other and with the various materials provided for their normal development. Even when the children make mistakes or directly ask the teacher for "help" in the use of materials, the adult must find a means of returning the problem to the child itself without leaving the child "abandoned" in the process. Such a delicate *"observation"* requires the teacher's continuing inner self-development through the process of expanding awareness of the three Montessori principles — to view one's various errors in applying such principles as sufficiently impersonal to allow for their effective communication and successful resolution.

Impersonal Errors

> *"Errors divide men, but their correction is a means of union. The error becomes impersonal and is then amenable to control."*
>
> Dr. Maria Montessori
> *from* **Absorbent Mind**, *p. 250-251*

Hidden by repressed feelings and well-entrenched prejudicial beliefs, inner errors in being a true Montessori teacher are not readily controlled or corrected without their objective impersonal examination. As one's being as *"commitment to Montessori principles"* is recognized as distinct from that of *"personality"*, even the most sensitive personal inner errors may become eventually subject to a careful process of objective study and analysis with others. This type of cooperative *control of error* in supportive communication with others gradually leads to a more open and friendly disposition towards the whole subject of error and mistakes."

Friendly Errors

> *" cultivate a friendly feeling towards error, to treat it as a companion inseparable from our lives, as something having a purpose, which it truly has."*
>
> Dr. Maria Montessori
> *from* **Absorbent Mind**, *p. 246*

Viewed from the perspective of being as *"commitment to Montessori principles"*, errors of *"personality"* are gradually seen as "friendly" reminders and useful lessons in the process of overcoming the many problems and difficulties that arise with children. The ultimate visible evidence of this committed way of correcting errors is the emergence of the *"normalized"* child in complete harmony with its environment. Such an expansive way of being with children is therefore a long-term process of considerable exercise and experience in actually applying the three Montessori principles in many diverse problem situations.

Exercise and Experience

> *"Only exercise and experience can correct a disability, and it takes long practice to acquire the various kinds of skills that are needed. The undisciplined child enters into discipline by working in the company of others, not by being told that he is naughty."*
>
> Dr. Maria Montessori
> *from* **Absorbent Mind**, *p. 245-246*

Adults like children gradually correct their mistakes of disharmony, inattention and disorder through a continuing exercise and experience with others. "Good advice" or mere "teaching" for this purpose is never enough by itself. At any level or stage of development, learning and education must attend primarily to solving the small immediate problems which arise on a daily basis in one's own particular social situation. Solving such problems that arise in creating a *"normalizing"* environment for children is assured in time as one's being is guided from within by a constant growing awareness of the three Montessori principles — a most effective inner *"control of error"*.

Anita Bresler (left) and Ted DiRenzo (right) in discussion during break at Society's conference in Reading, Pennsylvania - May 20-21, 1989

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Control of Error

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Reflections

Cont'd. from Page 1, Col. 1

3. celebrate, solemnize, commemorate, remember, sanctify, honor, keep.
4. say, mention, comment, opine, state, declare, exclaim, remark.

I believe that every one of these words listed above can be found in Montessori's writings or something similar thereto regarding the correct adult attitude toward the child. Montessori also seemed to emphasize each slightly different characteristic of observation at different times.

I did not begin to grasp half so clearly the depth and breadth of what Montessori meant when she said to *'observe the child'* until I made this little study. When she exclaimed, *'Look at the child!'* she was telling us to observe.

It seems that too much observation of the child is limited to looking, watching, studying, examining, etc. Montessori went deeper by demanding that, to observe, one must conform to, follow, respect, abide by, submit to, and obey the natural laws governing the life of a child. But she is not content with that; she tells us to celebrate childhood and to consecrate ourselves to the emergence of the normalized child. If that is not enough, she tells us to *'speak out'* on behalf of the child. To observe does not merely mean to 'watch' or even deeper still 'to fathom'; true observation finds its completion in 'speaking out', in declaring and exclaiming what one has perceived.

Observation is not the narrow scrutiny so often associated with keeping control, overconcern about physical wellbeing, and presenting 'valuable' lessons at the 'appropriate times'. *Observation* as a Montessori principle means to look, to listen, to watch, to study, to perceive and to discern; it further means to conform to, to obey, to follow, to submit to, and to respect. And then one must celebrate and dedicate one's life to that which is observed and declare it to the world unceasingly until justice is done.

Participants in discussion during lunch break at the Society's "Creating the New Education" conference for the Washington, D.C. area held on May 6-7, 1989 in Alexandria, Virginia.

Yet with all that said, nothing can compare with the actual experience of observation that has taken place deep down in my soul recently. I have experienced the joy and the energy that seeing, perceiving, conforming to, celebrating, dedicating, and even at times declaring can give as aspects of true observation as a fundamental principle of nature. As with most things, words pale in the presence of experience.

I can speak all the right words about observation and feel them set me on fire and yet still fail to observe. Being a commitment to *observation* as a fundamental principle of nature is for me just that, a commitment. For me it is not yet a part of my nature; i.e., something that is with me always and makes me act accordingly without conscious effort on my part (like a heart beat or breathing). It is not involuntary, but voluntary. It is not yet rooted in my unconscious, but must still be invoked consciously.

To the normalized child I must consecrate myself and declare his value in my everyday life. I must put all else on hold while I attend to the emergence of the normalized child and my being as a commitment to Montessori principles.

Conference in Connecticut

Cont'd. from Page 1, Col. 3

Montessori teaching such as "*managing misbehavior.*" Specifically, the conference discussion considered how adult scheduling procedures and time restraints can deter one's being as "*commitment to Montessori principles.*"

The discussion of "*schedules*" revealed how adult impatience with time-tables and various school procedures are closely associated with a lack of faith in the *normalized*" child. Havis stated that "since the '*normalized*' child instinctively seeks to conform to reasonable social routines and schedules, lack of cooperation from children is more a matter of one's own impatience and unreasonable expectations. Any forcing of a single child for a particular social need will ultimately deter the complete normalization of *all* the children in the group. One must either completely follow the path of faith in the '*normalized*' child with all the children, or else face the consequences of placing more value in various countervailing adult prejudices and limitations relating to such matters as schedules, routines and procedures."

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The Montessori OBSERVER

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Governor Pete du Pont presenting comments on ''Education Restructuring'' at the Free Congress Foundation Symposium held in Washington, D.C. on September 11, 1989.

Free Congress Foundation Offers 'Lessons from the States'

On September 11, 1989, the **Free Congress Foundation** sponsored a symposium on ''*educational choice*'' to enable a sharing of experiences at the state level with those associated with the federal government. Various non-governmental groups and individuals interested in ''*educational choice*'' were invited to attend. **Lee Havis** was invited to represent the Society at these proceedings.

Styled as ''*Lessons from the States*'', this symposium included commentary from several prominent public figures, including: **Governor Lamar Alexander** *(Keynote Address)*; **Governor Pete duPont** *(Education Restructuring)*, **Jack Foster**, Secretary of Education, State of Kentucky *(Education Accountability)*, **Congressman Steve Bartlett** *(Federal Policy Implications)*. Discussion with the speakers raised such issues as ''*goals*'' and ''*definition*'' in the matter of ''*educational choice*''; e.g., the extent to which a truly private ''*free market*'' condition of competition could be established for education in the foreseeable future.

Some speakers questioned whether ''*freedom*'' leads to ''*education*'' or vice versa. Havis indicated that both must come together since the true purpose and definition of ''*education*'' is essentially a ''*freeing of the human spirit*''.

After the symposium, Havis stated that ''discussions like these are important to keep the debate for '*educational choice*' moving beyond the relatively inconsequential goals of options within the existing structue of government-run schools and excessive control over private education. We need a freedom from this type of unnecessary government control—to allow a real choice for a new education which is a '*freeing of the human spirit*'.''

Montessori Conferences

Atlanta, Georgia
February 17-18, 1990

San Leandro, California
March 10-11, 1990

Pre-paid registration for the full two-day conference is $200 per person ($160 for Society members). The payment due date is four (4) weeks before the scheduled date of the conference. A late fee of $50 applies for registrations submitted after the payment due date.

Send registration fee to: International Montessori Society, 912 Thayer Ave., Silver Spring, Maryland 20910. Tel. (301) 589-1127

Montessori Accreditation to Define ''Montessori Teacher''

Since its founding in 1979, the Society has consistently offered its cooperation with others in the field of Montessori education to identify uniform standards and criteria for accreditation of teacher education programs. The Society believes that any ''*essential standards*'' to define and measure the qualities of a ''*Montessori teacher*'' in a Montessori ''*umbrella*'' accrediting agency must be sufficiently broad to include the entire range of possible program approaches and curriculum format in the field. In October, 1989, the Society offered its comments regarding various ''competencies'' which have been proposed to define a ''*Montessori teacher*'' for such an accrediting agency.

Rather than defining a ''*Montessori teacher*'' by these ''*competencies*'' in the essential standards as proposed by some, the Society favors a brief authoritative description which would provide a maximum opportunity for diverse emphasis, interpretation and choice by the various participating teacher education organizations and institutions. The Society has specifically proposed the following:

Cont'd on Page 4, Col. 2

Reflections...

By Paul Posillo

Conservation of Power

. . . much of my being with children in the past was trapped within my limited notions of 'allowing' and 'trusting' . . . I saw in them and in their relation to each other my old way of being with children (my former ubiquitous personality that could not get free from those two limited ways of being with children and that I am now shedding and trying to convert to being as commitment to Montessori principles). If I had to put it into graphic words, I would call what I realized, ''*The conservation of power*''.

I lived in the ''*conservation of power*'' in its deviant form and it brought disgust in several ways to me. What it means is that there is always going to be power lopsided to one person in a situation or to another . . . if I took all power to myself, then I would become a tyrant and violate the child's individual liberty completely. If I went to the other direction and

Cont'd on Page 4, Col. 3

Lesson Presentation

by Lee Havis

> *"Lessons, exact and fascinating, given in an intimate way to each child separately, are the teacher's offering to the depths of the child's soul."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 271*

Montessori teaching offers lessons to children in a manner which is quite distinct from the ordinary group instruction of traditional education. Arising as any interaction between the child and the adult, a Montessori lesson presentation reflects a most delicate and refined way of being according to a commitment to the three fundamental Montessori principles: i.e., (1) "*Observation*"; (2) "*Individual Liberty*"; and (3) "*Preparation of the Environment*". Principles such as "*individual liberty*" direct one's lesson presentations to children to be generally quite simple and brief.

Brevity

> *". . . we admit that every lesson infringes the liberty of the child and for this reason we allow it to last only for a few seconds."*
>
> **Dr. Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p. 43*

The most effective lesson presentations in Montessori teaching are often nothing more than a momentary "*eye contact*" interaction with a child from across the room. Responding to the child's spontaneous interest in having this brief adult attention, these "*eye contact*" lessons provide a valuable support and encouragement to the child's own independent path of self-directed activity in the environment. The typical lengthy collective lesson of traditional education is therefore rarely seen in the Montessori environment.

Collective Lessons

> *"The collective lessons . . . are of very secondary importance, and have been almost abolished by us."*
>
> **Dr. Maria Montessori**
> *from* **Montessori Method**, *p. 108*

Since subject matter curriculum in the Montessori environment is based on the spontaneous interest of the individual child, collective lessons are generally infrequent with young children—useful only when the attention of *all* is necessarily required. Montessori teaching with the total group is therefore primarily a matter of stationary observation—visual scanning and eye contact with individual children as they may occasionally look up from their self-directed activity for this type of momentary attention from the teacher. With the materials, the most constructive lessons are usually those given not by the teacher directly but rather by the children themselves.

Lessons by Children

> *". . . children of different ages help one another. The younger ones see what the older ones are doing and ask for explanations . . . There are many things which no teacher can convey to a child of three, but a child of five can do it with utmost ease."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 226*

With children in a mixed age social group, working together with "*individual liberty*", lesson presentations by the children themselves arise as an ordinary and natural part of their normal social harmony. When a child does ask the teacher directly for "*help*", the adult's lesson presentation is then ordinarily to return the child to its own independent solution or to obtain help from another child; e.g., "*who can help you with that?*" or "*what child knows how to do that?*". To support this type of constructive social helping among the children themselves, the teacher's primary task and purpose is directed to a careful and discerning "*observation*" of the total group.

Observation

> *". . . when the control and correction of error is yielded of the didactic material, there remains for the teacher nothing but to observe . . . the teacher teaches* little *and observes much."*
>
> **Dr. Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p. 131*

The teacher's observation is generally conducted from a stationary position with all the children in clear view—to visually "*scan*" their various activities and involvement with each other. Such "*visual scanning*" allows the most favorable opportunity for the teacher to conduct the more effective brief spontaneous "*eye contact*" lessons with individual children. Such "*observation*" also enables the adult to "*prepare the environment*" by discerning the ever-changing needs and interests of the children for the presentation of various new materials.

Presenting Materials

> *"The teacher . . . must be able to choose an object suitable for a particular child and place it before him in such a way that he understands it and takes a keen interest in it."*
>
> **Dr. Maria Montessori**
> *from* **Discovery of the Child**, *p. 151*

Montessori teaching to present materials to children requires first a careful discernment of each child's true interest. Such discernment is based primarily on the most objective evidence available as seen in the child's specific external expression and activity; e.g., the child watching specific materials used by other children, looking at particular materials on the shelf, verbal expression of interest, questioning about various materials or attributes in the environment, such as color, size, shape or number. When priority "*misbehavior*" scenarios have been satisfactorily resolved, the teacher might then approach a child to give a lesson on some particular piece of material about which the child has indicated some genuine interest.

Approaching a Child

> *"A teacher makes an almost timid attempt to approach the child whom she believes is ready to learn the lesson."*
>
> **Dr. Maria Montessori**
> *from* **Discovery of the Child**, *p. 106*

The teacher may effectively approach a child to offer a lesson on some particular material only after a clear potential interest has been demonstrated and all other priority considerations for the well-being of the total group have been met. Beginning with the child's voluntary eye contact or specific request for some lesson, the teacher would then ordinarily respond with a hand gesture to "*come*"—coupled with a phrase such as "*I have something to show you*". For initial introductory lessons, the materials are best shown from their place in the environment where they are kept when not in use.

Cont'd on Page 3, Col. 2

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Relationship

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1989

Moment of Peril

Controlling other Adults

from ***Observer****, October 1989*
by Lee Havis

When other adults in the Montessori environment are violating Montessori principles (**see *Observer***, *October 1989*), the responsible authority must “*control*” this detrimental influence of the “*adult personality*”. In such circumstances, one must exercise the same essential objective control over the “*adult personality*” as would be applied to control the “*physical objects*” or “*other children*”.

Controlling the personality expression of other adults is primarily a matter of observation and clear direction. If the detrimental influence of the other adult(s) is of a relatively low priority; e.g., not physically harmful to children, one's “*control*” may generally proceed through such passive means as eye contact, observation and example. Personal experience, practice and observation of the responsible authority will gradually teach the disruptive adult how to conform her behavior to the three Montessori principles. Efforts to control other adults through extensive academic debate or emotional arguments are usually counterproductive.

In time, the disruptive adult will usually question any obvious differences of adult behavior in some specific situation. At such times, the responsible authority can most effectively offer some word of specific advice or helpful comment on applying Montessori principles.

When the other adult's behavior involves some obvious physical harm to children, the responsible authority must intervene with clear, specific direction. One may then need to firmly address the other adult with a phrase such as “*come here*” to promptly disengage the person from the harmful behavior. With careful observation and thoughtful, friendly discussion, disruptive adults who are sufficiently disposed towards Montessori teaching will gradually tend to conform their behavior to the example offered by the responsible authority in the environment. Those other adults who insist on a repressive, traditional manner with children will tend to eventually remove themselves from the environment on their own initiative.

Communicating with Parents

Three year old Stevie approaches a new three year old child in the environment who is quietly engaged in its own peaceful activity. Stevie then proceeds to spit in the new child's face. The mother of the new child is still in the room and sees the incident. Distressed and angry, the mothers speaks to the teacher: “What are you going to do to protect my child and the other children from this type of unjust abuse and physical harm? Do you just let bullies go around the room and hurt other children whenever they feel like it?” What to do?
Answer in ***Observer****, January 1990*

Lesson Presentation

Cont'd from Page 2, Col. 3

Independence

> *“If teaching is to be effective with young children, it must assist them to advance on their way to independence.”*
>
> **Dr. Maria Montessori**
> *from* **Discovery of the Child**, *p. 57*

Since materials in the Montessori environment are designed to communicate order and to enable the child's own independent use, their introduction and handling by the teacher must proceed accordingly with extreme care and attention to small details. Before any specific lesson with materials is offered, it is therefore important to verify in advance that all the pieces of the apparatus are complete and ready for use in its customary place in the environment. Once the work space is determined by the teacher, the child is then ordinarily directed to ‘*watch*’ as the teacher carries the materials to this designated location where the specific brief instruction will then be offered.

Instruction

> *“The instruction of the teacher consists merely in a hint, a touch—enough to give a start to the child. The rest develops of itself.”*
>
> **Dr. Maria Montessori**
> **Dr. Montessori's Own Hand**, *p. 58-59*

The actual “*instruction*” of the teacher is extremely limited in purpose and format—to take out the materials and to show a brief “*example*” of their proper handling. When there is repetitive movement in bringing the materials from the shelf or in laying them out in some way, only the first few movements need to be conducted by the teacher—the child may then be invited to continue on its own: e.g., “*would you like to do the next one?*”. In all cases, the teacher focuses attention on the materials by reducing in so far as possible the involvement and distraction of her own “*adult personality*”.

Adult Personality

> *“The lesson must be presented in such a way that the personality of the teacher shall disappear.”*
>
> **Dr. Maria Montessori**
> *from* **Montessori Method**, *p. 108*

Exaggerated movements, repetitive actions and excessive language from the teacher are avoided in a lesson presentation since they tend to distract the child away from its own interest and independent discovery with the materials. Such excessive adult “*teaching*” reflects the “*adult personality*” as a detrimental influence at such times so that the child is less able thereafter to freely explore and experiment with the materials on its own. Too much verbal explanations and discussion during the lesson presentation process is a serious problem for ordinary adults who are unaware of the powerful effect of their language on children.

Language

> *“The best instruction is that which uses the least words sufficient to the task. The fewer the words, the more perfect will be the lesson.*
>
> **Dr. Maria Montessori**
> *from* **Discovery of the Child**, *p. 106*

With children, language reflects a power and influence well beyond that which is ordinarily experienced in adult society. Since the adult's customary tendency is to unconsciously impose prejudicial limitation through verbal expression with others, language with children must be carefully chosen and generally quite limited. The word “*watch*” is therefore much preferred over the ordinary “*explanatory*” phrases which are so common in traditional lesson presentation. Use of “*generic*” phrases such as “*would you like to do the next one?*” (rather than “*select a matching card to trace like I just did*”) will give the child the best opportunity to explore the materials according to its own independent interest.

Interest

> *“When the child begins to show interest the teacher must* not interrupt, *because this interest corresponds with natural laws and opens up a whole new cycle of activity.”*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 279*

As soon as the child shows an “*interest*” with the materials, the teacher “*disengages*” herself from the lesson presentation process. Sometimes, the child will simply “*take over*” the exercise by its own initiative at the suitable moment. At this point, the adult may then redirect her attention to “*observation*” of the total group of children. Any necessary intervention thereafter with the child to show some further skill in handling the materials can be introduced by the phrase “*watch*”—followed by the teacher's brief showing of the particular movement at that time. The last step in lesson presentation with materials is ordinarily to have them returned to their proper place in the environment.

Returning Materials

> *“. . . when a child has spontaneously given up an exercise . . . the child puts the material back in place and everything is left in perfect order.”*
>
> **Dr. Maria Montessori**
> *from* **Discovery of the Child**, *p. 155*

The normal child instinctively returns the materials on its own initiative to their proper place in the environment—as an expression of its inherent inner need for order and completion. Since the teacher has usually introduced the materials before to the child from their proper place in the environment, the child is normally quite able to accomplish this return of materials without further involvement of the teacher. If not, a further lesson can be offered by the teacher according to the basic process given before; i.e., eye contact, “*I have something to show you*” and “*watch*”. Of course, if the child shows a lack of interest in following the lesson of the teacher at any time during the process, there is no basis for further involvement with that particular child on the matter in question.

Lack of Interest

> *“We not only do not force a child, but we do not even invite him, or in any way attempt to coax him to do that which he does not wish to do.”*
>
> **Dr. Maria Montessori**
> *from* **Montessori Method**, *p. 302*

A lack of interest in the materials being presented can occur at any point in the lesson—at

Cont'd on Page 4, Col. 1

November, 1989
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Lesson Presentation

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Lesson Presentation

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which point the teacher must necessarily disengage from further efforts to proceed. If materials have been taken out before the lack of interest arose, these can then be returned to their place in the environment as a separate lesson to another interested child. Errors of judgment in discerning a child's particular interest reflect the inherently "*experimental*" nature of any lesson presentation.

An Experiment

"the lesson corresponds with an **experiment."**

Dr. Maria Montessori
from **Montessori Method**, *p. 107*

Since the successful result of a given lesson is only seen in the child's eventual interest and concentrated work with the materials ***after*** the lesson is offered, each presentation amounts to a real "*experiment*". Offering lessons can therefore be based only on one's best judgment of the child's possible interest—wherein the greatest care and reserve must be exercised in the showing of various materials to children. Following always a path of commitment to Montessori principles, the adult is thereby able to experimentally serve and support the child's normal development of interest and exploration of its environment through the necessary offering of various lesson presentations.

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Montessori Accreditation

Cont'd from Page 1, Col. 3

A Montessori teacher is one whose being with children effectively supports and nurtures the children's normal growth and development. Such normality of growth and development is based on the observations and discoveries of Dr. Maria Montessori as reported in her various pertinent writings and publications since 1907. Montessori teaching broadly reflects an adult function of observing children with freedom in a prepared environment.

Using this basic 'description of a Montessori teacher' as an "*essential standard*," organizations and institutions could then employ their own specific "*criteria*" and "*guidelines*" to more precisely identify the "*outcome results*" which they particularly wish to emphasize in measuring the relative quality, content and success of their programs. Such "*criteria*" might include "*competencies*" or "*qualities*" which identify certain specific characteristics, skills and abilities which the particular organization or institution wishes to emphasize.

The Society has urged patience in the process of setting a definite "*time-table*" for formal establishment and "*recognition*" of any Montessori umbrella accrediting agency—to assure a satisfactory resolution of all significant issues beforehand through means of "*consensus*." **Lee Havis**, the Society's executive director, has expressed his particular concern that "*majority rule*" in major decision-making in the new agency will tend to prejudice or significantly disregard important minority interests. He stated that "the most innovative and distinctive Montessori programs are those that would be seriously threatened by such majority rule in the operation of a Montessori accreditation agency. '*Consensus*' decision-making in such an '*umbrella*' agency is therefore vital to properly protect the healthy diversity and creative growth of new programs in the field. This '*consensus*' is particularly important in Montessori education where the spirit of harmony and social cohesion is so integral to any true cooperative effort."

For further information about the Society's position and proposal for an umbrella accreditation for Montessori teacher education, contact: IMS, 912 Thayer Ave. #207, Silver Spring, Maryland, U.S.A.

Reflections. . .

Cont'd from Page 1, Col. 3

"allowed" or gave over all power to the child in an attempt to loosen my bonds to tyranny, then the child would become the tyrant and I would receive the just disdain of my fellow adults and feel myself bound and helpless with no way out.

Then there is the middle of the road expression of the deviant form of "*conservation of power*" in which the adult promotes a more "democratic" approach to the question of power and shares some degree of power with the child but still remains in control overall. This last approach is usually seen as the more humane and, on the surface, acceptable to most people these days.

But all of these are caught in the balance of the *conservation of power*. I was caught in that balance—the "*conservation of power*". I thought that I had to be somewhere on that scale and I ran feverishly from one side to the other trying to find my place.

What I found in my observation and reflection was that I don't have to worry about that scale. In the past that was all that I could see, and it was tied up with my deep-rooted misconception and misbehaviors of "allowing" and "trusting."

I feel now as though I have jumped off that scale and that I can now look back and see it in balance. That is what I have done. I no longer try to balance the scale. I leave that to nature. I accept the power of my commitment to Montessori principles and leave the rest to nature, and she balances it every time.

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IMS

The Montessori

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Relationship

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Ann Southworth, coordinator of Child Care Seminar sponsored by Washington Lawyer's Committee, held in Washington, D.C. on October 12, 1989.

Washington Lawyers Work for Child Care

On October 12, 1989, the Washington Lawyers' Committee of the District of Columbia Bar Association sponsored a one-day seminar entitled *"Legal and Business Aspects of Starting and Operating Child Care Centers"*. **Lee Havis**, Society executive director, attended on behalf of the interest of Montessori education.

This very informative seminar continues prior similar efforts by the Washington Lawyer's Committee to help encourage the development of much needed high quality child care programs for the local Washington, D.C. area. Topics presented by experienced lawyers in the field included: zoning issues, organizational structure, financial and budgetary issues, employment relationship, AIDS and related health problems, parent/center relationship, liability insurance and employer-sponsored child care. Each participant received a book of specific forms and additional information relating to the topics presented.

After its completion, Havis stated that "the seminar provided much valuable information which will help the Society to more effectively advise and counsel those who are interested in starting and operating their own Montessori school. This type of advance planning is particularly vital in the 'child care' business where the obstacles of considerable start-up costs, high over-head and restrictive staff qualifications work so much against one's effective practical efforts."

Interested Society members are invited to contact the Society for more specific information on starting and operating a Montessori school.

Ten Years of Progress in Creating the New Education

In 1989, the International Montessori Society completed its first ten years of operation in the work of *"creating the new education"*. Progress during the course of this ten-year history is reflected by the following significant events:

February, 1980: The first issue of the *"Montessori Observer"*, is published; curriculum for primary (2-6) and elementary (6-12) teacher education first established.

October, 1980: Proposal offered for inclusive umbrella accreditation agency for Montessori teacher education.

September, 1981: Society files suit in U.S. federal court against officials in state of Maryland to challenge their actions in prohibiting operation of the Society's Montessori teacher education in that state.

December, 1981: Approval to operate Society's teacher education in state of California.

September, 1982: First issue of "Montessori News".

September, 1983: First graduating class from Society teacher education.

July, 1984: First graduate of Society's "Independent Study Course".

October, 1984: First accreditation issued to Society's Montessori teacher education.

November, 1984: Society's teacher education certification recognized in state of California.

November, 1986: First Society conference "creating the new education" (New York, U.S.A.)

May, 1987: Meeting to discuss formation of inclusive umbrella accreditation agency for Montessori teacher education (Silver Spring, MD)

May, 1988: Society joins *"Americans for Choice in Education"*—a broad coalition of groups in the United States working for educational freedom.

Cont'd. on Page 3, Col. 3

Montessori Conferences

Atlanta, Georgia
February 17-18, 1990

San Leandro, California
March 10-11, 1990

Pre-paid registration for the full two-day conference is $200 per person ($160 for Society members). The payment due date is four (4) weeks before the scheduled date of the conference. A late fee of $50 applies for registrations submitted after the payment due date.

Send registration fee to: International Montessori Society, 912 Thayer Ave., Silver Spring, Maryland 20910. Tel. (301) 589-1127.

Reflections...

By Bonnie Sanders
(Monterey, California)

On Normalization

Very young children seem to find such deep satisfaction in repeating the exercises with the knobbed cylinders, as they do with so many of the practical life exercises. I am wondering if these exercises somehow allow these children, in this special time of their life, the opportunity to resolve some hidden birth trauma in a concrete way. Each cylinder fits securely in its own 'womb'. Maybe a child gains some feeling of control over his life as he puts the cylinders in and takes them out, over and over until he is satisfied and able to return the puzzle to the shelf, perhaps never to work with it again.

It is as though he has made sense out of something he didn't understand. The same seems to be true of pouring exercises. He pours substance into and out of containers over and over until he is satisfied. I only think this because of the great change in children after this concentration. Something truly miraculous is happening to these children any time normalization occurs.

Is some barrier being broken through so the child can now be himself? Isn't more going on with these children than just learning to discriminate size? Scrubbing must have a resolving effect in some way also. Something more important must be going on in the child than just satisfaction in cleaning the surface.

Relationship

by Lee Havis

". . . life of all kinds form a whole in relation with each other, and so close is this relation that we cannot understand a stone without some understanding of the great sun."

Dr. Maria Montessori
from **To Ed. the Hum. Potential**, *p. 9*

True relationship in life expresses the ultimate balance and harmony of all being with the whole evolving process of creation. In Montessori education, such "*normality*" of relationship emerges with children in perfect balance with the adult's distinctive way of being committed to three fundamental principles of nature; e.g., (1) "*Observation*"; (2) "*Individual Liberty*"; and (3) "*Preparation of the Environment*". Such Montessori teaching allows children to "normalize" through their own spontaneous activity with each other in a manner which is strikingly distinct from the customary repression of the ordinary adult-child relationship. Misunderstanding, confusion and controversy may therefore well arise in one's activity and efforts with others in the everyday industry and commerce of Montessori school operation.

Industry and Commerce

"All living beings are destined to contribute to the well-being of other living beings . . . Each man works for other men. Industry and commerce may be considered as an active relationship comparable to that found in nature."

Dr. Maria Montessori
from **From Childhood to Adolescence**, *p. 89*

Montessori schools function in the commerce of "*education*" and "*day care*" to engender relationships far beyond their ordinary outward appearances directed to such matters as economic gain and a more comfortable or convenient physical existence. In Montessori education, adults serve a primary purpose which enables the child to realize its own inborn instincts for a normal relationship of complete harmony with all life and being in the world. Such a purpose for "*normality*" allows the child to naturally acquire a vast wealth of knowledge and mental capacity from its environment by a continuing process of correlation.

Correlation

"Everything is interrelated and, beginning with a detail, one arrives at the whole by correlation."

Dr. Maria Montessori
from **From Childhood to Adolescence**, *p. 46*

Montessori teaching frees children to relate to the environment according to their own interests—to correlate various physical details with others to thereby gradually experience the total interrelated functioning of the whole. By contrast, traditional teaching tends to deter this process of correlation by imposing an adult-controlled group instruction which rigidly separates one subject matter area from another. With such traditional education, children are subjected to the ordinary adult-children relationship which limits and represses their natural self-expression by the functioning of a vast collective subconscious pattern of prejudicial thinking in society.

Collective Subconscious

"All lean up each other. The whole of society forms a collective subconscious wherein all act in complete agreement when they remove and suppress the child."

Dr. Maria Montessori
from **Formation of Man**, *p. 68*

The traditional adult-child relationship is built on a pattern of repression which reflects the widespread subconscious belief that children are essentially "bad" or "empty." By contrast, Montessori teaching expresses a new adult-child relationship which views the child as essentially an "*unknown entity*". Montessori education therefore allows the child to freely reveal its own inborn instincts towards normal growth and development which emerge in outer form through its various spontaneous interests and activity in the environment. Following such principles as "*observation*", the Montessori teacher serves this "*unknown*" child in the manner of a good valet attending to one's master.

A Good Valet

". . . the relationship between child and teacher is in the spiritual field . . . in the way a good valet looks after his master . . . the master whom the teacher serves in the child's spirit."

Dr. Maria Montessori
from **Absorbent Mind**, *p. 281*

As a 'good valet', the Montessori teacher creates a relationship of trust with the child as opposed to the ordinary disruptive influence of traditional teaching directed primarily to the delivery of a pre-determined curriculum. The 'good valet' serves the child's spirit by gently offering various opportunities for the child's own independent functioning and self-directed activity; e.g., by asking constructive questions rather than offering undue "*correction*" or giving "*answers*"; by providing self-educational materials rather than conventional "*teaching*". Such Montessori teaching thereby provides a vital link between the child and its environment.

The Teacher as a Link

"There is a direct interchange between the child and his environment while the teacher with his offerings of motives of interest and his initiatives constitutes primarily a link . . between them."

Dr. Maria Montessori
from **Formation of Man**, *p. 52*

The Montessori teacher's brief and simple "*lesson presentation*" aims to link the child's own interest with the corresponding object of such interest in its environment. Once this link is accomplished, the adult's relationship with the child becomes more as a passive "*observer*" to enable the child to continue on with its own with further independent exploration and experimentation. Children in such a Montessori environment therefore have the "*individual liberty*" to complete their normal cycles of relationship through various forms of self-directed action and work.

The Cycle of Relationship

"Powers must be expressed, and so complete the cycle of relationship . . . spiritual uplift is attained through action and work."

Dr. Maria Montessori
from **Ed. for a New World**, *p. 48-49*

The normal child is constantly at work and in action to complete its cycles of relationship with various objects and activities of interest in the environment. Through such goal-directed activity, the young child develops its basic mental functioning as a foundation for its entire intellectual capacity in life. Prior to the age of about six, this formative mental development is guided by unconscious inner instincts which enable the child to absorb a basic sense of order from its surrounding physical environment.

Cont'd. on Page 3, Col. 2

Look for the
March Observer
featuring
Unity

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Lee Havis, Executive Director

The *Montessori Observer* is mailed six times each year to Society members throughout the world. The *Observer* is sent during the months of January, March, May, September, October and November. The purpose of this publication is to provide news and information about the development of Montessori education to extend awareness of Montessori principles and to promote harmony within the Montessori community.

INTERNATIONAL MONTESSORI SOCIETY
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Moment of Peril

Communicating with Parents

from **Observer,** *November/1989*

by Lee Havis

When parents interact with the teacher during her supervision of children (**see *Observer, November/1989***), the potential detrimental influence of the "adult personality" is implicated. Parents as obstacles to one's being a 'commitment to Montessori principles' are seen here as projections of one's own "*personality.*"

To "control" the detrimental imposition of "*personality*" as it arises in the "*moment of peril*" with parents (as with any other adults in the environment), is primarily a matter of expansive communication—to listen and respond in words in a manner to clarify one's position and responsibility as a "commitment to Montessori principles."

When there is some continuing serious misbehavior with children at the "*moment of peril,*' one's primary attention must be directed to a careful observation of the children. Therefore, a brief word to the parent; e.g., "just a moment, I must watch the children now to resolve this matter" might be most appropriate. In this case, the teacher would elaborate in more detail about her handling of the specific situation at a later time—to respond to the parent's particular questions or concerns about the approach of "*control the environment, not the child.*"

In the present situation, the "misbehavior" of one child spitting in the face of another child does not appear to unduly threaten any serious physical harm to the child involved—so that we have primarily a detrimental influence of "*adult personality*" in the form of the parent's impatience and embarrassment. A brief word of explanation at this '*moment of peril*' would therefore seem most useful to help the parent appreciate the importance of patience and observation in this situation—to allow the children to work out their problem themselves without adult interference. The parent can thereby come to understand how Montessori principles are applied to help the children develop true independence and normal social harmony with others.

Kicking the Teacher

Three year old Eric has grabbed several objects off the shelf and has carelessly dropped them to the floor. As Eric reaches for another object, the teacher places a firm hand on the new object, whereupon Eric begins to pull very hard to obtain possession. The teacher does not let go. After a brief period of pulling, Eric looks up at the teacher and shouts angrily 'let me have it!' As the teacher continues to maintain a firm hand on the object, Eric proceeds to hit, spit and kick the teacher. What to do?

Answer in* Observer, *January/1990.

Relationship

Cont'd. from Page 2, Col. 3

Order

> *". . . order . . . is a kind of inner sense that distinguishes the relationships between various objects rather than the objects themselves."*
>
> **Dr. Maria Montessori**
> *from* **Secret of Childhood,** *p. 55*

Order builds itself up within the child as one object in the environment is related to another through the child's active sensory exploration and experience. The young child thereby "*absorbs*" its external order which then becomes an intimate aspect of its entire fundamental personality formation during early childhood. Normal development of the young child's whole being is therefore critically determined by the nature of its relationship with the environment.

Child and Environment

> *"In this sensitive relationship between a child and his surroundings may be found the means for untangling the raveled skein of mystery that surrounds the spiritual growth of a child in all its wonders."*
>
> **Dr. Maria Montessori**
> *from* **Secret of Childhood,** *p. 42*

The young child develops normally in life as its relationship with the environment is supported by the adult's being as a commitment to the three Montessori principles. "*Misbehavior*" and "*disorder*" exist in children only as a reflection of a corresponding detrimental influence in the environment for which the adult must necessarily assume responsibility in its identification and correction. By such "*preparation of the environment*", the adult thereby allows all misbehavior to eventually disappear as the child returns to its own true normal being of spontaneous self-discipline, independence and complete harmony with its entire environment. The new "*normalized*" child then emerges with a real spirit of harmony and cooperation for others in all its various social relations.

Relations

> *"It is difficult to make social relations real if one uses only the imagination; practical experience is necessary. One cannot awaken the conscience by talking about it."*
>
> **Dr. Maria Montessori**
> *from* **From Childhood to Adolescence,** *p. 27*

Normal social relations emerge in the world as children freely engage in the process of solving their various practical problems with each other in a group situation. Given the principle of "*individual liberty*" which is necessarily limited by a defined physical space and a specific number of objects, children must practice such vital social skills as "*patience*" and "*sharing*". Children thereby tend to find their own peaceful solutions for various social problems—without the ordinary interference of a controlling adult presence. The "*normalized*" children that emerge from the Montessori environment show a form of true natural justice which is ordinarily quite lacking in practice in ordinary adult society.

Justice

> *". . . the concept of justice is born, simultaneously with the understanding of the relationship between one's acts and the needs of others."*
>
> **Dr. Maria Montessori**
> *from* **Childhood to Adolescence,** *p. 12*

As children adapt their actions to the needs of others in the Montessori environment, normal social relationships come to reflect the quality of true justice as intended by the natural order of the universe. The "*normalized*" child will happily adjust its own individual functioning and development to the needs and interests of the total group—responding naturally to the changing requirements for a complete harmony throughout the entire environment. As these "*normalized*" children become adults, a relation in sympathy for one another becomes even more accepted as the true basis of all social interaction in the world.

Relation in Sympathy

> *"The true relation between man and man, though they be initiated by means of the senses, are established in sympathy."*
>
> **Dr. Maria Montessori**
> *from* **Spontaneous Act. in Ed.,** *p. 325*

Built on sympathy with others, normal human relationships develop as a natural process of evolving life which is intimately incorporated into the inherent order of the universe as expressed through one's commitment to the three Montessori principles. From the moment of birth, the infant's instincts for survival and physical comfort compel a basic relationship with its mother. Thereafter, this fundamental mother-child relationship extends itself sensorially in the environment and to others to ultimately envision a complete conscious awareness of one's being in life on behalf of the progress of all mankind. Montessori teaching therefore vitally serves to realize man's true normal relationship of complete harmony and being with all life in the universe.

Ten Years of Progress

Cont'd. from Page 1, Col. 5

August, 1988: Society's Montessori teacher education certification recognized in state of Texas as "Administrator's credential".

June, 1989: Lee Havis conducts first Montessori conference in Great Britain.

September, 1989: New fee structure to favor "active participation" by recognized Montessori schools.

The Society plans to continue its support for the "new education" in the future along a broad front of challenging problems, interests and needs as reflected by the over 600 Society members throughout the world. Increased efforts will be particularly directed to the practical problems of starting and operating Montessori schools.

Relationship

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January, 1990

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Self Sabotage in Applying Montessori Principles

Adapted from "How to Get Out of your Own Way," by Daniel G. Amen, M.D., published in Parade Magazine, Sunday, September 24, 1989.

"Self-sabotage" in applying Montessori principles is one's own unconscious working against the conscious intention to allow the hoped-for "normalized" child to emerge in complete harmony with its environment. Consider how any of the following *"self-sabotage"* syndromes might be obstacles in your own personal life and being with others.

Blaming Others: Own up to your feelings and behavior. Reflect on what you have done to contribute to your own difficulties and what you can do to change them. When you can see the faults of others as a reflection of your own "personality," these faults become more subject to one's own responsible resolution.

Lack of Focus: Defining what you want in any circumstance is the first step in getting it. A clear focus on the "normalized" child and the three Montessori principles will help you direct and control your behavior to work through the immediate confusion of various forms of external distraction and disorder; e.g. money, time, energy, feelings, etc.

Not Being Informed: Information is power. Without precise, authentic information about Montessori principles, one is powerless to significantly change the circumstances which unconsciously oppose and repress the emergence of the child's true nature. The Society's publications, conferences and other information is available to you to help overcome the practical problems of applying Montessori principles with children.

Letting yourself be surrounded by negative people: You can choose the people you spend time with. Unless you take positive action to make the suitable choices, ordinary adult society tends to surround you with others who have a very limited vision and scope of functioning with children and education. The Society's conferences are an excellent opportunity to surround yourself with those who are positively supportive and working consciously for the reality of the "new education" in the world.

Expecting Failure: You basically get what you expect. Active participation with the Society's communication of *"commitment to Montessori principles"* can help you learn to expect the emergence of the *"normalized"* child.

Being unable to learn from others: When you have problems or questions about applying Monessori principles, look for answers from someone who might know; e.g., someone supportive and really interested in being a *"commitment to Montessori principles."*

Self-defeating thinking patterns: Your thoughts may be holding you back. The ordinary unconscious tendency of *"personality"* is to dwell on the need for repression and control of children—to cover up feelings of impotence, tension and embarrassment. Talk back to your thoughts when they are out of line with *"Observation"; "Individual Liberty"* and *"Preparation of the Environment."*

Being stopped by failures: Most of us look at success in the same positive way. It's how we deal with our failures that determines what we get out of life. "Failures" are only "stops" to our being a *"commitment to Montessori principles"* if we act that way in thought, word and deed. "Failures" may also be seen as valuable "lessons" that teach us how to correct our errors in applying Montessori principles so that the *"normalized"* child does indeed eventually emerge in the process of creating the *"new education."*

Madeline Fried presenting "Special Financial and Budgetary Issues" at Child Care seminar held in Washington, D.C. on October 12, 1989.

LETTERS TO IMS

June 20, 1989

Dear Lee,

. . . The articles you write in your newsletters are just in my own way of thinking. Every time I lecture at the Training Courses or in public when I am invited to speak to parents or teachers it is a sincere cry from my heart to open a new avenue for all children which means a "new education." With experience and maturity I know that this is a crying need for the children of the world and 'more so' here in Sri Lanka. I can sincerely endorse all the principles on which you have focussed attention regarding the Montessori Method and the true nature of childhood . . . I am so sorry I have not had the privilege of attending any of your conferences.

Yours very sincerely,

Sharmini de Zylva
Maharagama, Sri Lanka

September 28, 1989

To IMS:

. . . After returning to the classroom (after attending the Columbia, South Carolina conference, August 12-13, 1989) I can relax more and feel confident . . . Many of the children I was having trouble with before the conference are now more calm and actually concentrate better now that I'm calm . . .

Terry Patton
Chesnee, South Carolina

March, 1990 Vol. XI, No. 2

IMS

The Montessori Unity

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Society Recognizes Montessori Teachers

In 1988, the Society initiated its current policy of recognizing Montessori teachers according to renewable three-year terms of certification based on their continuing participation in professional development and education. Under this form of continuing certification, graduates of Society teacher education must complete at least thirty clock hours of Society-approved coursework during each three-year period following their initial graduation. This new requirement is intended to assure a continuing educational experience of Montesorri teachers which is vital to their effective participation in this expansive field of activity.

At present, Montessori teachers may obtain their further required Society-approved coursework by attending at least two “*creating the new education*” conferences during each three-year period. The Society particularly appreciates those of its graduates who are maintaining a supportive long-term association with the Society through their membership and continuing supportive participation in Society conferences. Recognized Montessori teacher certification is presently held by the following graduates. Year of initial graduation from Society teacher education is indicated in parenthesis, e.g. ('86).

Virginia Jones ('86)
Lilburn, Georgia

Roberta Templeman ('87)
Daly City, California

Susan Kelleher ('87)
Placerville, California

Aleta Shepler ('87)
Orange City, Iowa

Nancy McEvoy ('87)
Schenectady, New York

Sylvia Starkie ('87)
Miramar, Florida

Carolyn Smith ('87)
Baytown, Texas

Mary Dwyer ('87)
Bigfork, Montana

Joan Miller ('87)
Anacortes, Washington

Kathleen Kimball ('87)
Woodruff, Wisconsin

Cont'd. on Page 4, Col. 1

Proceedings of the “Creating the New Education” conference held in Atlantic, Georgia, February 17-18.

Montessori Conference in Atlanta, Georgia

The Society held its most recent “*Creating the New Education*” conference on February 17-18, 1990 in Atlanta, Georgia. Attending were school owners, teachers and parents from the states of Georgia, South Carolina and New York.

Lee Havis, Society executive director, led the conference discussion in analyzing many specific “*misbehavior*” scenarios—situations of unnormalized behavior in children arising at home and in the classroom from the direct experience of conference participants. Situations involving undue social dependency among children, fantasy and manipulative language in adult-child conversation were among those considered for resolution according to the approach of “*control the environment, not the child*”.

The conference also considered how small classroom problems are intimately related to larger issues in society involving parents, community, government and the economy. Particular attention was directed to the “*long term*” needs of each situation for complete “*normalization*”, rather than assuming a more “*short-term*” goal to achieve an immediate end to the misbehavior. Havis stated that “even an apparently insignificant object or small problem in one's situation can be the occasion for a profound '*normalization*'. The '*long-term*' result and purpose of normality is always at stake in one's being with children. Constant attention to the three Montessori principals is the best support I know to assure an effective '*long-term*' resolution of problems with children.”

Havis encouraged the conference participants to support each other with regular communication between Society conferences—to work through their own continuing 'small' problems that otherwise tend to remain hidden in one's daily experience with children. Havis stated that without this more frequent supportive communication, problems of “*adult personality*” are difficult if not impossible to perceive and resolve within oneself.

Cont'd. on Page 3, Col. 1

Three Obstacles to Starting a Montessori School

Knowledge and intelligence—not “*money*”—are the essential tools which are needed to overcome the various initial obstacles that arise in the process of planning to start a Montessori school. Directed by one's inner '*commitment to Montessori principles*', such knowledge and intelligence must primarily challenge and overcome three basic obstacles.

Government Regulation

Montessori schools must generally meet strict and exacting government regulations concerning building and fire codes, zoning, and licensure for approval to operate. Preliminary knowledge to overcome this obstacle can be obtained through such means as orientation sessions sponsored by government regulatory

Cont'd. on Page 3, Col. 3

Unity

by Lee Havis

> *"The universe is an imposing reality, and an answer to all questions . . . all things are part of the universe and are connected with each other to form a whole unity."*
>
> **Dr. Maria Montessori**
> *from* **To Ed. the Human Potential,** *p. 8*

Dr. Montessori recognized a fundamental unity of all being in the universe—an inherent reality of perfect interrelated harmony in each moment of time. Disharmony, imperfection and disagreement therefore reflect only one's limited perception and partial knowledge of this ultimate universal unity. Amid the outward drama of conflict and dispute among diverse competing groups and systems of belief, true unity emerges as an ever-changing state of harmonized opposition.

Harmonized Opposition

> *"If one pulls in a given direction, there will always be another which pulls the opposite way . . . a wonderful harmony between opposing forces. The result is not so much an agreement as a harmonized opposition, an agreed disagreement."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind,** *p. 143*

Unity may be consciously perceived as a lively interaction of opposing thoughts and actions which work together at an unconscious level for the infinite evolution of the cosmos. This harmonized opposition naturally unfolds in one's expanding communication and resolution of a wide variety of problems, interests and needs in society. Montessori teaching allows this unifying process of communication and resolution to proceed in children according to a commitment to certain fundamental laws of nature.

Laws of Nature

> *"The human being is a united whole, but this unity has to be built up and formed by active experiences in the real world, to which it is led by the laws of nature."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind,** *p. 203*

Montessori education supports the normal development of unity in children by its commitment to three fundamental laws of nature; i.e., (1) "*Observation*"; (2) "*Individual Liberty*"; and (3) "*Preparation of the Environment*". These three Montessori principles guide the adult to allow the child's true nature to emerge in complete harmony with all being. The "normalized" child that emerges from this type of committed environment reflects a true point of union for all humanity.

Point of Union

> *". . . the child must be considered as a point of union, a link joining the different epochs of history . . ."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind,** *p. 66*

The young child unifies one generation with the next by absorbing the present culture and intimately establishing its basic characteristics within for all future being as "*personality*". Young children in the Montessori environment also absorb the order of infinite laws of nature so that their resulting "*normalized*" being serves as a point of union for all humanity. The young child's unique "*absorbent mind*" allows the personality to unify itself with its environment through physical activity which is guided by the primary needs of the intellect.

Serving the Intellect

> *"The muscles should always serve the intellect and thus preserve their functional unity with the human personality."*
>
> **Dr. Maria Montessori**
> *from* **Discovery of the Child,** *p. 81*

From birth to about the age of six, the young child instinctively unifies its entire essential personality by serving the intellect in its inner process of mental ordering. The child may thereby gradually form within itself the basic character attributes of true "*normality*", e.g., independence, self-discipline, concentration, attachment to reality and social sentiments of sympathy for others. This "*normalization*" arises in the Montessori environment through concentration on physical objects as young children freely move about according to their individual interests.

Movement

> *". . . psychic energy must be incarnated in movement so that it can unify the personality of the agent. If this unity is not attained the man is divided."*
>
> **Dr. Maria Montessori**
> *from* **Secret of Childhood,** *p. 155*

Free movement in a well-ordered environment allows the young child's personality to unify itself according to the laws of natural development. Montessori education supports this normal personality development by offering a wide variety of self-educational materials and activities which provide tangible motives for the child's free choice exploration of individual interests. The child's unified personality expresses itself outwardly in the group as a profound social cohesion.

Social Cohesion

> *". . . unity born among the children which is produced by a spontaneous need, directed by an unconscious power, and vitalized by a social spirit . . . I call it 'cohesion in the social unity'."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind,** *p. 232-233*

Group unity normally arises in children as a profound social "*cohesion*"—harmonious being with others which is far beyond the expectations of ordinary "*politeness*" in adult society. By "*observing*" rather than "*teaching*", Montessori teachers allow the children to work out and resolve many social problems on their own—without the constant interfering influence of typical adult "*help*". In traditional education, unity is ordinarily imposed on a group of children by various forms of adult manipulation and inflicting punishment.

Inflicting Punishment

> *"Teachers and families unite in inflicting punishment upon a child in the belief that otherwise the corrections would be ineffective."*
>
> **Dr. Maria Montessori**
> *from* **Secret of Childhood,** *p. 213*

Traditional teaching tends to force compliance with group rules through adult repression and control. Based on the belief that children are essentially "*bad*" or "*empty*", adults customarily inflict punishment to control a child's "*misbehavior*". By contrast, Montessori teaching views the child as an "*unknown entity*" whereby "*misbehavior*" is resolved by following such principles as "observation" to "*control the environment, not the child*". This revolutionary departure from the ordinary adult control of children

Cont'd. on Page 3, Col. 2

Look for the
May Observer
featuring
Knowledge

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Lee Havis, Executive Director

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Moment of Peril

Kicking the Teacher

from **Observer,** *January 1990*
by Lee Havis

A young child kicking the teacher (see **Observer,** *January 1990)* is a moment of peril which reflects extreme anger and frustration concerning the "*adult personality*". To "*control the environment*" in such a scenario must therefore focus on control of the "*adult personality*" at this time.

When physical harm to the "*adult personality*" is at issue, one can physically "*control*" this detrimental influence in the environment by the action of protecting one's body from the serious harm of the child's kicking—while still holding on to the object in conflict with the other hand. Since the adult may be feeling angry or embarrassed at such a "*moment of peril*", it is usually best to avoid speaking to the child at this time since negative emotions would tend to adversely affect the content and quality of one's particular language.

Verbal interaction with the child might eventually direct itself to the "*physical objects*" which had been thrown on the floor by the child before. With a question; e.g., "*where does that go?*" (be specific and point), the adult may thereby bring the child's attention to returning the objects to their proper place on the shelf. Thereafter, the child's attention would be no longer primarily directed to the "*adult personality*", and the child would tend to return to its normal functioning of self-disciplined, independent activity in the environment.

The Outdoor Environment

In the outdoor environment, four year old Billy is playing super-hero with another child. This activity involves much jumping and running with wild noises. Billy jumps on another child who then gets angry and bites Billy who screams and runs away looking up at the teacher. When the teacher motions for Billy to "*come*", he shakes his head and runs to the other child and hits him. The other child does not look up at the teacher but retaliates to the hit by biting Billy again, whereupon Billy screams and looks up at the teacher and runs away, refusing the teacher's invitation to "*come*". What to do?

Answer in **Observer,** *May 1990.*

* * *

Montessori Conference

Cont'd. from Page 1, Col. 3

Some conference participants suggested that the Society schedule its next conference in the area in South Carolina in August, 1990. Definite plans for such a conference will be set in motion according to the specific interest expressed for this purpose. Please contact the Society to indicate your interest in attending or for other information about the Society's "*Creating the New Education*" conference.

Unity

Cont'd. from Page 2, Col. 3

tends to reveal some basic conflicts between the treatment of children at home and school.

Home and School

> *"The human personality, or the care of it, is broken up. On the one side is the home . . . on the other is the school . . . There is no unity of conception.*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind,** *p. 13*

Since the care of children is ordinarily broken up in society between home and school, teachers and parents must constantly work out and resolve many practical problems about routine and basic approach to the child. In Montessori education, these practical problems are resolved with reference to fundamental laws of nature. Guided by the three Montessori principles, parents and teachers function in their respective roles to express a universal cosmic education.

Cosmic Education

> *If human unity . . . is going at last to be organized, it will be done only by an education that will give appreciation of all that has been done by human cooperation, and readiness to shed prejudices in the interests of common work for the cosmic plan . . ."*
>
> **Dr. Maria Montessori**
> *from* **To Ed. the Human Potential,** *p. 74*

Montessori schools, parents and teachers collaborate in harmony with each other together for the emergence of the "*normalized*" child—to reveal a cosmic plan whose underlying nature and purpose is serving the whole unity of mankind. Centered on the vision of the "*normalized*" child, this total interrelated united effort is particularly vital to realize now when world-shaking forces exist to threaten total destruction of all life in the world.

World-shaking Forces

> *"World-shaking forces are now making realization of human unity an urgent necessity."*
>
> **Dr. Maria Montessori**
> *from* **To Ed. the Human Potential,** *p. 113*

Mass communication and modern technology represent a considerable danger as well as constructive change for the future of humanity. Such world-shaking forces are poised to destroy all life as opposing nations and groups violently contend for power over the future path of human existence. Economic deprivation, greed, crime and ignorance are only symptoms of a much more fundamental human failure of character resulting from the continuing repression and neglect of the young child's normal development. Montessori teaching responds to these world-shaking forces with its transcendent communication of commitment to fundamental principles of nature—a unifying vision of a "*new education*" to release the child's great healing power of love in the world.

Cont'd. on Page 4, Col. 3

Three Obstacles

Cont'd. from Page 1, Col. 3

agencies, direct study of the regulations themselves, and speaking with others who have successfully obtained government approval for their "*child care*" activity.

Staffing

Even owners who plan to personally supervise the program themselves will eventually need to hire staff as a critical aspect of their program operation. Since new staff cannot generally be assumed to understand or really appreciate the experience and practical application of being a '*commitment to Montessori principles*', firm personal guidence and direction is absolutely vital. Such effective staff supervision requires a certainty of one's own inner preparation for Montessori teaching and a clear focus on the intended result of "*normality*" in children. Society conferences, consultation and teacher education are available to owner and staff for this purpose to assure and support a continuing preparation for Montessori teaching. In addition, the program may be recognized by the Society as a "*Montessori school*" to help sustain and support a clear continuing direction and focus on Montessori principles among all school staff.

Enrollment

Enrollment is a critical initial obstacle to overcome since tuition is the primary basis for the new school's financial viability. Need for funds in the beginning of program operation is particularly critical in view of the considerable fixed costs involved with such aspects as rent and salaries. Initial enrollment to provide tuition income may be difficult to obtain since prospective parents may have already planned to meet their "child care" needs elsewhere. In addition, a new school cannot immediately assure parents of its long-term viability, reputation and favorable quality of operation.

To successfully meet this obstacle of "enrollment", a special outreach effort in the local community must be conducted during the first few critical months of program operation; e.g., through such means as direct personal contact by the owner with young families in the community. Announcements, signs, advertisement and personal visits to nearby employment centers and community groups can be very useful for this purpose. In addition, door-to-door or direct telephone canvassing with program information may help considerably to assure a satisfactory initial enrollment into the program.

Of course, considerable determination and persistance is required to overcome the initial obstacles involved in any creative endeavor. Many specific problem situations can only be resolved through personal experience as a process of trial and error. One may proceed with certainty in this process by following Montessori principles—to use one's knowledge and intelligence to ultimately result in a successful functioning Montessori school.

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Unity

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Participants in discussion at Society's conference in Atlanta, Georgia, February 17-18, 1990. Left to right are: Tanya Smith (Inman, South Carolina), Terry Patton (Inman, South Carolina) and Pat Kelly (St. Simon's Island, Georgia).

Society Recognizes Montessori Teachers

Cont'd. from Page 1, Col. 1

Judith Horvath ('87)
Phillipsville, California

Mina Daphtary ('87)
Wyomissing, Pennsylvania

Alethea Shiplett ('88)
College Park, Maryland

Susan Buehl ('88)
Pittsburgh, Pennsylvania

Amy Wald ('89)
Jackson, Wisconsin

Mary Kay Schroeder ('89)
Dubuque, Iowa

Sr. Elizabeth Close ('89)
Corpus Christi, Texas

Judith McAlevy ('89)
Palm Spring, California

Sr. Elizabeth Pinto ('89)
Parsippany, New Jersey

Nell Rollo ('89)
Forest Hills, New York

The Society encourages its non-recognized graduates of Montessori teacher education to complete the necessary additional coursework so that they too may qualify to receive current Montessori teacher certification.

Positions & Placements

Montessori Teacher: (3-6/6-9) Full time for 1990-91 school year program expansion. Urban school serving the Black community. Salary negotiable. Send resume to: Christ the King Catholic School, Attn.: Deanna Randall, B.V.M. 1217 Hattiesburg St., Jackson, Mississippi 39209.

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Love

> *". . . we are all near to the child and we all love him. It is from this love that comes the child's power for unity."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind,** *p. 288*

As the young child's "*absorbent mind*" unifies its being in total harmony with the environment, the adult tends to feel this love as a new opportunity to reconcile and resolve various failures of basic human conflict and disharmony. Adults who collaborate with laws of nature in their being with children find that their love for certain individual children naturally expands to encompass a unifying love for the true "*normalized*" nature of all children. This expansive love for the "*normalized*" child therefore shows the way to realize the true unity of all humanity.

True Unity

> *". . . so far humanity has been in an embryonic stage, . . . it is just now emerging into true birth, able to consciously realize its true unity and function."*
>
> **Dr. Maria Montessori**
> *from* **To Ed. the Human Potential,** *p. 3*

The drama of human misery throughout history shows the yet immature and abnormal state of man's conscious awareness of true unity in the world. Violence, suffering and neglect continue today in many diverse circumstances where human beings struggle among themselves for freedom and basic dignity. Despite Dr. Montessori's discovery of the "*normalized*" child in 1907, humanity remains yet largely unconscious of this new reality of hope and possibility for being—unaware of mankind's fundamental harmony and cosmic purpose for universal peace and justice in the world. The work of creating the "*new education*" must therefore continue to realize one's true and complete unity with all being in the universe.

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Knowledge

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Participants in discussion at the "Creating the New Education" conference held in San Leandro, California on March 10-11, 1990.

Society Conference in San Leandro, California

The Society conducted its latest "*creating the new education*" conference on the west coast of the United States in San Leandro, California on March 10-11, 1990. Attending this two-day weekend conference were Montessori teachers, parents and school owners from the states of California and Oregon.

Lee Havis, Society executive director, guided the discussion to analyze and resolve many specific "*misbehavior*" scenarios according to the approach of "*control the environment, not the child*". The particular scenarios discussed were those which came from the actual experience of those attending.

The conference focussed special attention on the extent to which "*normalization*" was a practical possibility in the face of so many repressive countervailing influences in society. The conference discussion considered many "*misbehavior*" scenarios involving the dynamics of the parent-teacher relationship, and the extent to which one's communication of commitment to Montessori principles could really have an effective impact outside of the physical confines of the classroom.

Havis stated that "the limitations of any adult relationship, whether between staff and employer, or parent and teacher, reflect the detrimental influence of one's own personality. Blame and guilt directed to others is only a cover and escape from one's own responsible role in the matter. As you concentrate more on your own responsible communication with others, there is always eventually some corresponding change in the surrounding situation—even if this change may not always appear immediately or may not always be seen in the persons directly involved."

Havis also directed attention to the need for more personal responsibility in the establishment and operation of Montessori schools. He indicated that "an employee or parent cannot ultimately control or force a school owner to conform to Montessori principles. When the limits of communication for this purpose have been reached in the immediate circumstances, one must proceed to create the new situations which are needed for further progress of the

Cont'd. on Page 3, Col. 1

Montessori Conference

Creating the New Education

Columbia, South Carolina
August 4-5, 1990

Pre-paid registration for the full two-day conference is $200 per person ($160 for Society members). The payment due date is four (4) weeks before the scheduled date of the conference. A late fee of $50 applies for registrations submitted after the payment due date.

Send registration fee to International Montessori Society, 912 Thayer Ave., Silver Spring, Maryland 20910. Tel. (301) 589-1127.

Trust to Create New Montessori Schools

In January, 1990, the International Montessori Trust was established by **Lee Havis** to create and operate new Montessori schools. The Trust is specifically committed in its business purpose and practice to the effective application of Montessori principles. Each school will be recognized by the International Montessori Society with all its parents and staff actively enrolled in the Society's "*group membership*" program to assure their close working association with the school's basic purpose.

As trustee, Havis will supervise and direct the operation of all Trust business. During the present start-up phase, he has primarily directed his attention to the planning and preparation of various pro-forma operating documents to deal with such matters as building construction, real estate, marketing, financing, and program operation.

Havis stated that "a single basic concept and approach is needed if the Trust is to effectively coordinate its diverse activities. A uniform building type, standard marketing approach and program format will help the company to function in many different locations without an undue need for administrative control from above."

Havis gave no "*time-table*" for completion of the initial planning phase, indicating that the first projects would be brought forward only after careful preparation and complete planning on the issues of basic overall concept and approach. He indicated that "current planning favors new construction over leasing space in existing buildings because of availability, cost savings and the advantage of complete design control from the very beginning to assure compliance with the exacting standards of Montessori education. The schools will base their budget on tuition charged to parents for their children's attendance. We must therefore work to maintain these charges as low as possible, while still assuring sufficient funds for adequate staff salaries and other necessary support services for the school's effective operation."

Havis stated that initial development projects will serve as examples and guidance for later schools developed for operation by the Trust. Business practices and procedures will therefore evolve through practical experience—constantly adjusting the Trust operation in accordance with the path of commitment to Montessori principles.

Knowledge

by Lee Havis

> *". . . it is necessary that young people have great knowledge today, profound exact knowledge, incarnated knowledge."*
> **Dr. Maria Montessori**
> *from* **Reconstruction in Ed.**, *p. 12*

Knowledge is the power of information which enables one to act with certainty—to be in harmony with one's true nature and purpose for creative self-expression. Children acquire this vital power in life as a natural process of their normal development in the Montessori environment. Prior to the age of about six, the child acquires its knowledge spontaneously by the functioning of an extraordinary absorbent mind.

The Child's Mind

> *". . . the child has a type of mind that absorbs knowledge, and thus instructs himself."*
> **Dr. Maria Montessori**
> *from* **Ed. for a New World**, *p. 3*

The young child's "*absorbent*" mind takes in complete knowledge of its environment through direct sensory interaction with physical objects—interaction which incorporates the order of the physical universe into the child's entire basic mental formation. The Montessori environment supports this process of absorbing knowledge from the environment by providing a wide range of physical objects which are specifically designed to model the abstractions, order and attributes of nature; e.g., size, sequence, shape, color, diminsionality, texture, weight and temperature. The young child may therefore concentrate its attention and interest on these special physical objects to form within itself the basic prepared order of nature for all later learning in life.

Prepared Order

> *". . . It is not the accumulation of direct knowledge of things which forms the man of letters . . . it is the prepared order established in the mind which is to receive such knowledge."*
> **Dr. Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p. 206*

A basic organizing framework forms itself within the young child to prepare for storage and recall of a vast quantity of new and useful information. Such a prepared mental order tends to limit and regulate the development of knowledge—to define the very bounds of one's way of thinking and being as a distinct personality in the world. Knowledge which reflects this basic inner order provides an essential direction and guidance to the child in all its external activity and movement.

Movement

> *"Knowledge always precedes movement. When a child wished to do something, he knows before hand what it is."*
> **Dr. Maria Montessori**
> *from* **Secret of Childhood**, *p. 83*

Movement is normally directed by the intellect to express the child's fundamental tendency to explore its environment. Once one thing is known, the child explores those elements surrounding that thing by a process of goal-directed cycles of activity. When disturbed in this normal exploration of the environment, the child reacts defensively by engaging in "*misbehavior*"; e.g., violent aggression, hostile defiance, or more subtly, to simply escape into an inner world of fantasy and make-believe play.

Play

> *". . . children would rather acquire knowledge than be engaged in senseless play."*
> **Dr. Maria Montessori**
> *from* **Discovery of the Child**, *p. 232*

Make-believe "*play*" is the young child's natural defense against a hostile environment of repression, abandonment and neglect. In traditional education, children play to mentally escape from the burden and stress of an adult-controlled curriculum which is imposed on them by the rigid structure of group-oriented instruction. By contrast, the Montessori "*normalizing*" environment allows children to freely work according to their own individual interests and needs—to acquire knowledge not only by direct interaction with physical objects, but also through their social experiences with others.

Social Experience

> *"Knowledge and social experience must be acquired at one and the same time."*
> **Dr. Maria Montessori**
> *from* **From Child. to Adolescence**, *p. 26*

Observing and working with others, children become interested in a wide range of experiences and activities for self-directed learning. The Montessori environment gives children the complete freedom to explore these learning opportunities within a large group of mixed-age children—an ideal circumstance for many interesting social experiences to arise which would be otherwise denied in the typical teacher-directed classroom or "*day care*" situation. To support this useful social interaction, the Montessori teacher intervenes very little—and then only indirectly to awaken the child's interest.

Awaking the Interest

> *". . . knowledge may truly be developed by awaking the interest."*
> **Dr. Maria Montessori**
> *from* **From Child. to Adolescence**, *p. 130*

Montessori teaching awakens the child's interest in the environment by a subtle form of indirect interaction; e.g., "*eye contact*" from across the room, hand gesture to "*come*", a word of direction to "*watch.*" With older children, the Montessori teacher awakens interest which extends far beyond the physical bounds of the immediate classroom situation—interest which cannot be directly satisfied by concentration on physical objects alone. The older child follows this type of wider interest in the universe by exercising the great power of creative imagination.

Imagination

> *"The world is acquired psychologically by means of the imagination. Reality is studied in detail, then the whole is imagined. The detail is able to grow in the imagination, and so total knowledge is attained."*
> **Dr. Maria Montessori**
> *from* **From Child. to Adolescence**, *p. 34*

After the child's basic mentality has been formed by about the age of six, knowledge is acquired primarily through the right use of imagination. By interrelating one detail of the environment with another, the older child gradually comes to imagine the total functioning of the whole—to discover the cosmic purpose for which all the separate parts are working together in harmony. Such an expansive cosmic education requires the Montessori teacher not so much to impart new knowledge about the universe, but rather to direct the child's overwhelming eagerness to learn.

Cont'd. on Page 3, Col. 2

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featuring

Expectations

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Moment of Peril

Readers are invited to submit their own scenarios of disorder or misbehavior with children for analysis and resolution in the "Observer" according to the approach of "control the environment, not the child". Requests for anonymity will be respected.

The Outdoor Environment

*from **Observer**, March/1990*
by Lee Havis

In the outdoor environment, "*misbehavior*" scenarios involving the detrimental influence of "*other children*" often emerge in situations of ordinary "*play*" (**see *Observer*, *March/1990***). Since the fantasy associated with such "*play*" is usually quite deeply engrained, efforts to remove "*other children*" as a detrimental influence at such times may not be successful with one's first "*eye contact*" lessons. As with Billy in the present "*moment of peril*", children in deep fantasy play may well refuse to "*come*" to the teacher the first few times they are called.

Since the physical harm in the present "*moment of peril*" does not appear too great, the teacher is best advised to remain patient in her stationary observation position, watching the situation carefully to offer new "*eye contact*" lesson and a gesture to "*come*" as soon as the opportunity presents itself. Gradually, the level of violence and fantasy will diminish as these "*eye contact*" lessons have their effect over time—so that the children become more connected with reality and normal being in harmony with another.

When physical harm in a particular "*misbehavior*" scenario is viewed as a serious priority over all other possible dangers of "*physical harm*" in the total group, one may walk slowly over to the "*priority*" situation to provide a more direct "*observation*" and "*control of the environment*" during the process of its resolution. This more active "*observation*" may be necessary where there has existed reltively little "*eye contact*" between the teacher and the various children involved.

Sharing

Two year old Nicholas has the dust pan. Another two year old child comes up and takes hold of the dust pan, whereupon Nicholas begins to cry while he is holding on vigorously for sole possession. Nicholas looks up at the teacher. The other child doesn't look up but simply pulls harder to obtain sole control and possession of the dust pan. What to do? *Answer in* **Observer**, *September/1990.*

⁂

Conference in San Leandro

Cont'd from Page 1, Col. 2

'*new education*'." Havis stated his interest and concern for the Society to provide a greater support for these necessary efforts for new Montessori schools.

The Society's next conference is planned for Columbia, South Carolina on August 4-5, 1990. Interested persons are invited to preregister. Society members receive a $40 per person discount.

Participants at Society's conference in San Leandro, California (March 10-11, 1990). Left to right are: M.A. Bowe (Gilroy, CA), Laura Schenk (Grants Pass, OR), Robin Amos (Grants Pass, OR) and Sue Hunt (Grants Pass, OR).

Knowledge

Cont'd from Page 2, Col. 3

Eagerness to Learn

> *". . . the practical problem of the teacher is not to impart knowledge within fixed limits, but rather to 'restrain' and 'direct' the children in their eagerness to learn even more."*
>
> **Dr. Maria Montessori**
> *from* **Formation of Man**, *p.51*

Montessori teaching must at times restrain the older child's overwhelming eagerness to learn—to help children focus their attention and interest on that which can be accomplished within the practical limits of available time and resources. The adult must therefore carefully "*observe*" to see how best to guide the child in its constant quest for more knoweldge and information amid the limitless expanse of the entire universe. Such a discerning "*observation*" of children requires a constant inner preparation to question perceptions and re-examine one's deepest inner thoughts—to continually prepare oneself by a habit of constant practice.

Practice

> *". . . the possession of senses and of knowledge is not sufficient to enable a person to observe; it is a habit that must be developed by practice."*
>
> **Dr. Maria Montessori**
> *from* **Spontaneous Act in Ed.**, *p.130*

Beyond the academic knowledge of theory and techniques in the presentation of materials, Montessori teachers must practice an expansive "*observation*" by engaging with children in a constant process of trial and error. "*Control of error*" in this experimental way of being is found by reference to three underlying principles of nature; (1) "*observation*"; (2) "*individual liberty*"; and (3) "*preparation of the environment*". These three Montessori principles necessarily direct attention within oneself to work towards complete self-knowledge.

Cont'd. on Page 4, Col. 1

LETTERS TO IMS

March, 1990

Dear Lee,

It was interesting and encouraging to speak with you about your plans to create true Montessori schools. I think that your active participation in this will make all the difference in the project's success. There does seem to be a good potential for a true Montessori school in my area.

Sincerely,

Bonnie Sanders, IMS student
Fredericksburg, Virginia

March 27, 1990

Dear Lee:

In recent issues of your publications I have become gradually aware that you are interested in knowing how many there are in a given area or neighborhood, for instance Takoma Park, would like a Montessori conference . . . I'd say Yes to a Montessori Conference, if not in Takoma Park, at least in the vicinity of Takoma Park.

Sincerely,

Paul R. Kerchendorfer
Takoma Park, Maryland

April 6, 1990

Dear Montessori Concerned,

I hope to become a (Society) member at some point in the near future. I enjoy reading the Montessori News and have been an avid reader of Maria Montessori's works. Her approach has been an inspiration and help to both my husband and me.

Sincerely,

Rosemary Lavin
Middletown Spring, Vermont

April 16, 1990

Lee Havis:

Thank you very much for copying me on your letter to Dr. Irene Bandy of the Ohio Department of Education on the Montessori views on the abolition of corporal punishment. We very much appreciate your support for our work in trying to get corporal punishment banned in Ohio. We are anxious to join the other 20 states which have banned this archaic, ineffective, and harmful practice.

Nadine Block
National Coalition to Abolish
Corporal Punishment in Schools

May, 1990
Vol. XI, No. 3

Knowledge

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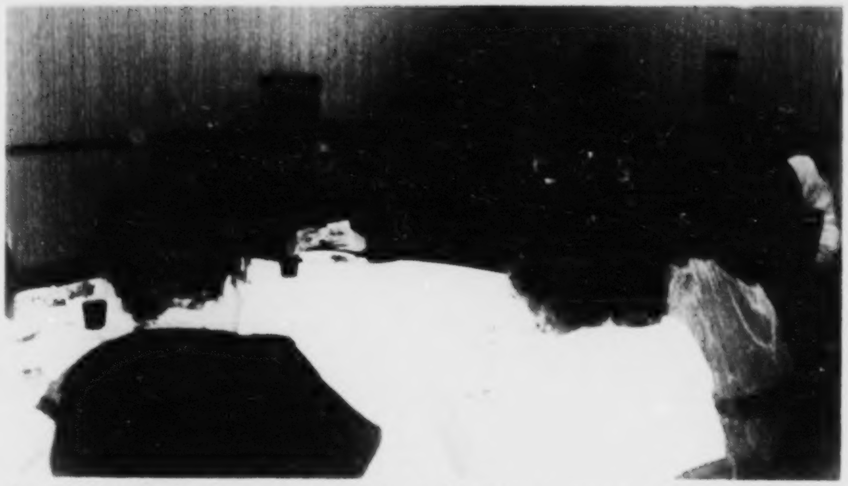

Lunch break during proceedings of the "Creating the New Education" conference held in San Leandro, California —March 10-11, 1990

Knowledge

Cont'd. from Page 3, Col. 2

Self-Knowledge

> *". . . adults . . . are confronted with the problem of self-knowledge, that is, of knowledge of the hidden laws that direct the psychic development of man."*
>
> **Dr. Maria Montessori**
> *from* **Secret of Childhood**, *p. 208*

To really know one's deepest "*self*" is to discover the truth of reality in the present moment—a conscious awareness of "*being*" which extends over time as a process of deep inner reflection, insight and objective analysis. True self-knowledge therefore implies far more than perception of "*self*" as distinct from others; i.e., "*personality*". To expand one's being beyond the limited self-concept of "*personality*", one need only think about the three Montessori principles—a process of expansive being which ultimately releases the unknown human potentialities of the normalized child.

Human Potentialities

> *"Education should no longer be mostly imparting of knowledge, but must take a new path, seeking the release of human potentialities."*
>
> **Dr. Maria Montessori**
> *from* **Ed. for a New World** *p. 2*

Being a "*commitment to Montessori principles*" allows children to realize their hidden potential for true normal development in complete harmony with the environment—to gain knowledge not from answers given directly by the teacher, but rather from their own independent discovery and self-directed activity. By "*observing*" rather than "*teaching*", the adult disengages from the ordinary dependent adult-child relationship—to serve instead the child's spirit according to its own true nature. Knowing the three Montessori principles guides one in overcoming the many obstacles of ignorance and prejudice which otherwise fundamentally deter one's ability to allow the normalized child to fully emerge.

Prejudice

> *"When prejudice will be vanquished by knowledge, then there will appear in the world a 'superior' child with his marvelous powers which today remain hidden."*
>
> **Dr. Maria Montessori**
> *from* **Formation of Man**, *p. 99*

Blinded by such prejudices as "*children are bad*" (and therefore must be controlled) and "*children are empty*" (and therefore must be taught), adults ordinarily disregard the possibility that children have their own inborn self-discipline and inner direction for proper intellectual development. These deeply engrained adult prejudices remain unconscious and therefore tend to persist as a major obstacle to helping children gain their full potential for knowledge and independent functioning in the world. In Montessori education, teachers must practice a completely non-prejudicial way of being—to approach the child as an unknown entity.

Unknown Child

> *"The most urgent task facing educators is to come to know this unknown child and to free it from all entanglements."*
>
> **Dr. Maria Montessori**
> *from* **Secret of Childhood**, *p. 109-10*

The Montessori teacher views the child as an "*unknown entity*" so that its true nature is allowed to fully reveal itself as a discovery in the present moment. The "*normalized*" child which emerges from this way of being shows the true spirit of all mankind as being in complete harmony with the entire plan of creation. Guided by the three Montessori principles, one may therefore come to know the unknown child as a vital point of departure for all true knowledge in the universe.

September, 1990

Vol. XI, No. 4

IMS

The Montessori

OBSERVER

Expectations

Published by the International Montessori Society • 912 Thayer Ave. • Silver Spring, Md. 20910 • Phone (301) 589-1127

Site Plan Approved for New Montessori Center

On August 2, 1990, the Prince George's County Planning Board (state of Maryland) approved a site plan for the operation of the new **Powder Mill Montessori Center** located in Beltsville, Maryland. The program will be operated by the International Montessori Trust to serve a single group of about 20 children aged 2-6. A full-day session from 7-6 daily for working parents and a school-day session from 9-3 will be provided.

The new Powder Mill Montessori Center will be recognized by the International Montessori Society and function with a complete commitment to Montessori principles throughout all aspects of its program operation. **Lee Havis** will directly supervise the operation of this program which will serve as a demonstration project and model for other activity and work of the International Montessori Trust. Havis stated that "this project will help to test out basic operating procedures for a Montessori program, particularly in dealing with such obstacles as government regulations, staff development and enrollment. At present, these three obstacles have proven difficult to overcome in the operation of Montessori schools which are based completely on one's '*commitment to Montessori principles*'."

Cont'd. on Page 3, Col. 2

Reflections...

by Toni Hammond (Roswell, Georgia)

—The Society's Conference "Creating the New Education"

Attending the two-day "Creating the New Education" conference is challenging, and not at all the normal '*conference*' experience. The first day is spent revealing scenarios we wish to resolve, exploring the idea of '*personality*' as a detrimental influence along with '*objects*' and '*other children*'. We look at '*observation*' as a key for resolving the misbehavior—first within ourselves and, as day follows night, with the classroom or home.

Cont'd. on Page 3, Col. 3

Proceedings of the Society's "Creating the New Education" conference held in Columbia, South Carolina on August 4-5, 1990.

Conference in Columbia, South Carolina

. . . A Few More Golden Moments

On August 4-5, 1990, the Society conducted its most recent two-day "*Creating the New Education*" conference in Columbia, South Carolina. This fourth such South Carolina conference included the participation of persons from the states of Georgia, Virginia, Texas, Rhode Island and South Carolina. In addition, several persons attended from the Rhein-Maine Schule in Wiesbaden, Germany.

Lee Havis, Society executive director, led the conference discussion in an analysis of various practical situations and examples with children—to show how to apply Montessori principles to "*control the environment, not the child*". He particularly emphasized the "*symbolic*" nature of events and situations in the conference—that disputes and dramatic emotionality during the conference are "*analogies*" and symbolic "*representations*" of the ordinary underlying drama of one's life and circumstances outside of the conference. He stated that "the conference brings to consciousness the nature of the hidden repressive drama and prejudices of the '*adult personality*'—so that one may thereafter exercise a more conscious control of its detrimental expression with children."

The South Carolina conference graphically revealed this hidden tendency of the "*adult personality*" to repress, tyrannize and control the child in "*moments of peril*"—to unconsciously violate such fundamental principles as "*individual liberty*". Havis indicated that "complete '*individual liberty*' is often denied in circumstances of severe misbehavior and disorder under the misguided belief that such repression is somehow necessary to respect the true interests and needs of the total group. However, true '*respect*' for the total group cannot be achieved by the adult's physical force, manipulation, coercion or control of a misbehaving child. The teacher who forcibly removes a misbehaving child from the group is violating that child's '*individual liberty*'—even if this repressive action is premised on some purpose of later private discussion with the child, enforcement of involuntary '*time out*' procedures or teacher-made '*ground rules*'. A violation of one child's '*individual liberty*' is a violation of all in the group—a detrimental influence of the '*adult personality*' which diminishes the capacity for true '*normalization*' of all the children. The proper response to the first moment of disorder and disharmony of a misbehaving child is most often just to '*stand and watch*' ".

The August, 1990 conference continued the Society's commitment to this type of inner preparation so vitally needed for effective Montessori teaching—offering a few more golden moments of self-examination with others to renew and reinforce supportive relationships built up through prior Society conferences and other forms of Montessori teacher preparation. The local **College of Early Learning** in Columbia, South Carolina was instrumental in the success of this most recent important step forward for the "*new education*" in the world—providing vital local support and cooperation

Cont'd. on Page 4, Col. 2

Expectations

by Lee Havis

". . . the conclusions reached from the revelations given by the children in our schools have far surpassed our fondest expectations."
Maria Montessori
from **Discovery of the Child,** *p. ix*

In 1907 when Dr. Montessori started her first "*Children's House*" experiment with young children, she did not expect to discover the child's true nature as being in complete harmony with its environment. Unexpectedly, the child simply revealed itself with qualities such as spontaneous self-discipline, independence, precocious intelligence, love of order and sentiments of sympathy for others. Teachers now intentionally set out to duplicate Dr. Montessori's scientific approach to the child so that its true "*normal*" being will express itself through similar forms of unexpected activity.

Unexpected Activity

"Directly these children found themselves under conditions of real life . . . unexpected activities seemed to awaken within them."
Maria Montessori
from **Absorbent Mind,** *p. 171*

Within the real life conditions of choice and independence that Dr. Montessori created for children, she observed many remarkably unexpected activities; e.g., working in silent concentration for long periods of time, showing extraordinary patience and social harmony with each other, and demonstrating spontaneous self-discipline and independence without adult control or direction. Montessori teachers now expect to see this same type of "*normalized*" behavior in children as they freely choose their activity from a wide range of interests in the environment. Such "*normalized*" behavior is expressed in the relatively easy work of "*practical life*" as well as in the more abstract levels of learning associated with subjects such as mathematics and language.

Easy Work

"It is the pre-existent ***known*** *which excites expectations and opens the door to the novel* ***unknown****; and it is the already present 'easy work' which opens new ways for penetration, and puts the attention into a state of expectation."*
Maria Montessori
from **Spontaneous Act. in Ed.,** *p. 158*

Children prepare for advanced intellectual activity by developing a basic mental order through their concentration on tasks such as cleaning or sweeping—easy "*practical life*" work which is the normal beginning point for the child's more advanced exploration and self-teaching in the environment. The well-ordered materials of the Montessori environment accustom the child to such order in the universe which then becomes an expectation in all its further exploration and self-directed activity. In traditional education, such self-teaching and free exploration of the environment is generally denied because children are expected instead to follow only the order and sequence of a teacher-directed curriculum.

Traditional Expectations

". . . a teacher commands because he is strong and expects a child to obey because he is weak."
Maria Montessori
from **Discovery of the Child,** *p. ix*

The traditional teacher expects obedience because of the child's relative weakness and presumed lack of knowledge and constructive inner guidance. The child's normal development is therefore considerably restricted by the adult's ordinary approach to enforce discipline by such repressive means as punishment, manipulation and control. Since Montessori teaching recognizes the child as having a "*teacher within*" to guide its own learning, obedience normally develops of itself over time as a spontaneous instinct towards harmony and order in the social group.

Obedience

". . . obedience . . . shows itself spontaneous and unexpectedly at the end of a long period of maturation."
Maria Montessori
from **Absorbent Mind,** *p. 257*

Children develop normal obedience to the needs and interests of others only after their own inner needs for mental order have been fully met through the process of "*normalization*". Once "*normalized*", children will eventually show a spontaneous obedience in being with others—a sentiment for cooperation and social order which far surpasses the ordinary politeness of adult society. Older children normally mature beyond this basic obedience to develop an even higher form of responsibility with others—a sense of real self-confidence.

Self-Confidence

"The chief symptom of adolescence is a state of expectations, a tendency towards creative work and a need for the strengthening of self-confidence."
Maria Montessori
from **From Child. to Adolescence,** *p. 101*

In preparation for the rigors of adult life, the adolescent must develop a strong self-confidence to face the many imposing influences of negative social pressure. Without this self-confidence, one becomes unduly dependent on others—reduced to the impotent role of "*victim of society*" to either play out some futile symbolic drama or to engage in mere academic speculation. By contrast, the new "*normalized*" child prepares itself to meet the unexpected dangers and difficulties of adult society with a calm manner and prudent self-control—a basic self-confidence acquired during early childhood by the preservation of a vigorous soul.

Vigorous Soul

"The trials life has in store for us are unforeseen, unexpected; no one can prepare us directly to meet them; it is only a vigorous soul that can be prepared for everything."
Maria Montessori
from **Spontaneous Act. in Ed.,** *p. 168*

The Montessori environment protects and nurtures the young child's vigorous soul by encouraging its instinctive independence and basic character. The adult creates this nurturing spiritual environment by following a commitment to three fundamental underlying principles of nature; e.g., (1) "*Observation*"; (2) "*Individual Liberty*"; and (3) "*Preparation of the Environment*"—three basic Montessori principles which reliably guide and direct one's entire thought and action with children on behalf of the child's true normal development. Such Montessori teaching follows an entirely new way of thinking about children—a radical departure from the ordinary adult field of consciousness which is so completely unprepared to accept the whole idea of the "*normalized*" child.

The Unprepared Field

". . . an idea cannot enter triumphantly into the consciousness . . . It is necessary that the field of consciousness should be not only free but 'expectant'. He who is bewildered by a chaos of ideas cannot accept a truth which arrives unexpectedly in the unprepared field."
Maria Montessori
from **Spontaneous Act. in Ed.,** *p. 233*

Adults do not ordinarily see the "*normalized*" child because of an inner confusion of prejudicial thoughts, attitudes and beliefs—an

Cont'd. on Page 3, Col. 2

Look for the

October Observer
featuring

Danger

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Lee Havis, Executive Director

The Montessori Observer is mailed four times each year to Society members throughout the world. The *Observer* is sent during the months of March, May, September, and November. The purpose of this publication is to provide news and information about the development of Montessori education to extend awareness of Montessori principles and to promote harmony within the Montessori community.

INTERNATIONAL MONTESSORI SOCIETY

The International Montessori Society is sponsored by Educational Services, Inc., a non-profit corporation organized in Maryland, U.S.A. The Society's purpose is to support the effective application of Montessori principles throughout the world.

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Moment of Peril

Sharing

from **Observer**, *May/1990*
by Lee Havis

> *"Even if two children want the same material, they should be left to settle the problem for themselves unless they call for the teacher's aid."*
>
> **Maria Montessori**
> *from* **Ed. for a New World**, *p. 88*

Two children fighting over a single object (***see*** **Observer, May/1990**) presents the common problem of "*sharing*". The ordinary adult impulse is to eagerly intrude to impose a "*fair*" solution; however, Montessori teaching in such a *moment of peril* requires a much more careful analysis of the environment.

Nicholas has eye contact with the teacher, while the offending "*perpetrator*" does not. The "*perpetrator*" is therefore more readily seen as the "*hub*" for purposes of analysis. The teacher's eye contact with the "*other child*" (Nicholas) is often quite sufficient to effectively control this element of the environment and also the "*adult personality*". Since the "*physical object*" in dispute can only be effectively controlled by the teacher's physical movement to the scene, this action would be ordinarily withheld, in deference to the larger responsibility for visual scanning of the total group of children.

By sustaining "*eye contact*" along with Nicholas in such a situation, the Montessori teacher gives the entire scene a chance to work itself out as the children struggle between themselves for their own solution. If the danger of abuse of the "*physical object*" or physical harm to one of the children becomes too serious, the teacher may need to physically approach the situation to more actively observe and "*control*" the environment. In such a situation, the teacher might reach out and firmly hold the object in dispute (not jerking it out of either child's hand, but merely stabilizing the movement). This direct control of the "*physical object*" tends to facilitate verbal and nonverbal communication between the children. The child who is less "*committed*" to possession of the object will usually peacefully retire to interest itself elsewhere in the environment.

The detrimental influence of the "*adult personality*" in these types of "*sharing*" scenarios with young children is usually highly charged with righteous indignation and the adult prejudice that such children are "*too little*" to effectively resolve their problem among themselves. Accordingly, one must ordinarily restrain the tendency to talk at such times. With eye contact and a firm hand on the "*physical object*", the conflict of sharing is usually most effectively worked out by the children themselves—with the beneficial result of an important step towards their independence, harmony and self-discipline in the social setting.

Cont'd. on Page 4, Col. 2

Expectations

Cont'd. from Page 2, Col. 3

unprepared field of consciousness in which the child is expected to emerge only according to one's prejudicial thoughts about what is "*normal*" behavior. By focusing one's attention on the three Montessori principles, the adult creates an entirely separate and distinct field of consciousness which views the child as an essential "*unknown entity*". However, even with this type of distinctive field of consciousness, the expected "*normalized*" child does not immediately appear because of the many unconscious obstacles which yet persist behind one's over-sanguine expectations.

Over-sanguine Expectations

> *"During the first days when a school is opened we may consider a certain initial disorder as characteristic, especially if the teacher is making her first experiment, and consequently is handicapped by her over-sanguine expectations."*
>
> **Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p. 87*

The new Montessori teacher expecting "*normalized*" behavior in children is often at first quite disappointed and surprised to find just the opposite—an initial increase in disorder and misbehavior. To successfully face these over-sanguine expectations, one must practice a considerable patience to effectively remove the detrimental influence of "*adult personality*" in the child's environment. Without an effective form of continuing training and experience, teachers tend to yield in time to the force of their own ingrained prejudices—to give up entirely on the essential truth of "*normality*" as a practical reality.

Training and Experience

> *"The great majority of teachers, in the absence of sufficient training and experience, end by thinking that the 'new child', so eagerly expected and of whom so much has been said, is nothing but a myth or an ideal."*
>
> **Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p. 270*

Training and experience in Montessori teaching must develop such inner qualities as patience and humility—a spiritual preparation to overcome the many ingrained assumptions and prejudices about what is "*normal*" and "*expected*" in a child's behavior. Since no amount of training and experience can hope to entirely erase the deeply rooted repressive tendencies of one's limited being as "*personality*", Montessori teacher education is most effectively directed to the distinction of being that is "*commitment to Montessori principles*"—a continuous process of expanding conscious awareness of the three Montessori principles. Such a profound inner preparation necessarily focuses attention on the essential cause and source of reality within oneself.

Cont'd on Page 4, Col. 1

Site Plan Approved

Cont'd. from Page 1, Col. 1

For further information about the Powder Mill Montessori Center, contact: International Montessori Trust, 6812 Dartmouth Ave., College Park, MD 20740, Tel. (301) 589-0733.

Positions & Placements

Position Wanted: for a lady teacher, B.A., B.Ed., T.E.S.L., 15 years experience with 3-12 yr. Students. Write to: S.M.P. Menike, Z 100, Mahe, Seychelles (Indian Ocean).

Reflections . . .

Cont'd. from Page 1, Col. 1

The first day usually ends with incompletion, confusion, some anger or impatience at the process being undertaken as slow or irrelevant. By the end of the second day, most issues are resolved and participants go away with new pathways of thinking opened up as it relates to misbehavior of children. Some have said '*it has changed my life*', others have said, '*I wasn't sure what I was doing here at the end of the first day, but by the end of the conference, I understood things I had never known before about children and about myself.*"

One of the things that I have always come away with is a desire for the staff at our school to learn from the conference format a way for us to interact together to resolve issues of misbehavior that face us. This is not to affix blame, there really is none, but rather to be clear on what we are actually '*doing*' by our actions and keep them in harmony with the goals we want to accomplish as Montessori teachers.

While it is true, some leave the conference not agreeing with the premise, not seeing the value of the time spent, not sure of what went on: I feel it is just not their time to see. Often they bcome enmeshed in the '*personality*' of the presenter and bear a long and grevious resentment of him and anything he or the organization he represents has to say thereafter. It is unfortunate. The presenter is only the bearer of the sad truth that what we see is what we are. Some are not so glad to hear this news, and the presenter becomes the focus of the anger. Past civilizations have killed the bearers of unwanted news under the hopes that what was presented will go away and not come to pass.

Advance preparation and openness are important to getting something of value from the conference. We can see only as much as we prepare ourselves and are willing to see. I have observed many people who have gone to the conference, and have then seen the changes for the better in their lives afterwards. I have also heard people who say they didn't get anything out of it or hated it, use the '*self-same words*' and ideas presented at the conference. As for me, I always come away renewed and recommitted to preparing an environment where the child can truly be free to manifest the wonderful traits that are within him. The conference has always improved my ability to understand and apply Montessori principles with my children.

Toni Hammond is director and owner of the Hammond school, a recognized Montessori school in the Atlanta, Georgia area. She has attended many Society conferences since they were first offered in 1986—and has supported the attendance of her staff. Toni Hammond is also a student in the Society's Montessori teacher education program.

Vol. XI, No. 4
September, 1990

Expectations

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Expectations

Cont'd. from Page 3, Col. 2

Inner Preparation

> "... *a teacher must prepare himself interiorly by systematically studying himself so that he can tear out his most deeply rooted defects ... In order to discover these subconscious failings, we have need of a special kind of instruction. We must see ourselves as another sees us.*"
>
> **Maria Montessori**
> *from* **Secret of Childhood**, *p. 149*

Montessori teaching requires a constant inner preparation—a form of experiential learning which is far beyond the ordinary expectations of knowledge and skill arising with "*certification*" from traditional academic study and its related practice teaching. Without a true inner preparation directed to the three Montessori principles, subconscious failings of "*personality*" tend to persist as a default self-image in opposition to the emergence of the child's true nature. Montessori teaching therefore requires the type of self-examination whereby one's personality is observed indirectly in the personality of others—an expansive social interaction which ultimately functions to create a whole new age for mankind.

The New Age

> "*New generations will experience a new age when misery will ... be destroyed.*"
>
> **Maria Montessori**
> *from* **Discovery of the Child**, *p. 330*

Dr. Montessori recognized her "*new education*" as the essential basis for a whole "*new age*" for mankind—to reveal man's true nature of love, unity and harmony in the world. She saw the "*normalization*" of the child as a great hope for fundamental change in society because of its universal nature and practical application to all circumstances. As individuals create their own being as "*commitment to Montessori principles*" with children now, the new "*normalized*" child will thereby gradually emerge in reality to confirm and sustain one's highest and most positive expectations for the future of humanity.

Participants of Society's conference in **Columbia, South Carolina (August 4-5, 1990). Left to right are:** Sasha Kennison (Columbia, SC), David Kennison (Columbia, SC) **and Bonnie Sanders (Fredericksburg, VA).**

Moment of Peril

Cont'd. from Page 3, Col. 1

Airplanes, Guns and Swords

Four year old Tommy and several other children habitually congregate together to quietly manipulate simple blocks as they converse with each other about making airplanes, guns and swords. Although their activity is quiet, these are the same children who engage with fantasy together ("*play*") in the outdoor environment. Tommy and his "*group*" rarely if ever look up at the teacher for eye contact. What to do? *Answer in* **Observer**, *October/1990.*

Conference in Columbia

Cont'd. from Page 1, Col. 2

for all aspects of this event. Further such conferences will be scheduled according to interest that is expressed to the Society for this purpose. Contact the Society if you would like to have a "*Creating the New Education*" conference in your own local area: IMS, 912 Thayer Ave., Silver Spring, MD 20910, Tel. (301) 589-1127.

LETTERS TO IMS

June 6, 1990

Dear Lee,

... I am enclosing herewith a list of some school names and individuals who are interested in following the Montessori method truly. I hope you will get their support to begin planning for a Montessori conference here and we will ... further discuss how we could work together for the "new education".

Your faithfully,

Sabita Ghosh
Calcutta, India

July 10, 1990

Dear Lee,

... how much I value the strong philosophical base ... have given me through the course (Montessori teacher education program). It is not fading away at all. Rather, I find that in this year since I finally completed my course work, the three principles have remained in bold relief in my consciousness, and I am committed to making them live in my work with children ...

Sincerely,

Jude McAlevy (IMS '89)
Palm Springs, California

306

October, 1990

Vol. XI, No. 5

IMS

The Montessori

OBSERVER

Danger

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Physical environment of the Powder Mill Montessori Center, operated by International Montessori Trust (Beltsville, Maryland).

Powder Mill Montessori Center Provides Model Environment

The **Powder Mill Montessori Center** *(Beltsville, MD)* provides an important model environment to develop procdedures and policies for the effective operation of Montessori educational programs. Under the direction of **Lee Havis**, this first program established by the International Montessori Trust is already teaching valuable practical lessons about such issues as staff preparation, parent enrollment and relationship with various community institutions and agencies.

The Center's model environment also includes furniture which has been specifically designed for use by children aged 2-6. Havis states that "the tables, shelving and coat lockers are made with an almond colored plastic laminate finish to offer the most favorable uniform light background to enhance the contrasting colors of the Montessori materials. Plastic stackable chairs were ordered from an available commercial source—to closely match the uniform almond color of the other furniture. All furniture and equipment in the environment will be tested in actual use with children to identify what adjustments, if any, would be most desirable for future projects."

The Powder Mill Montessori Center is conveniently located just off a major highway in suburban Washington, D.C. and is scheduled to open as soon as final licensing requirements have been met. Since capacity is presently limited to an enrollment of only twenty (20) children, parents in the community are encouraged to contact the Center now to assure a place for their 2-6 year old child. Tuition fee schedules are offered for either full-day (7-6) or school-day (9-3) sessions. For further information, contact: Lee Havis, International Montessori Trust, 6 812 Dartmouth Ave., College Park, MD 20740, tel. (301) 5 89-0733.

Reflections...

by Bonnie Sanders
(Fredericksburg, Virginia)

My Summer Vacation

Bonnie Sanders is a student in the Society's Montessori teacher education program. Her reflections here concern her personal experience in applying Montessori principles with her own children, David and Kali, during the summer of 1990.

There have been monumental breakthroughs this summer. I've seen miracles with my children. There is no way I can deny the truth of this way of being with children. No way. Children need a Montessori being as much as they need food and water, yet to be a Montessori teacher is like defying gravity itself. How can something so natural and right be so difficult? One day all the beauty of the normalized child shows through. Then the next day some problem so deep surfaces, that I am torn apart and everything I have learned blows away. Strangely enough, on these days, it is my own children

Cont'd. on Page 3, Col. 3

ACE Coalition Plans New Action

On September 12, 1990, the *Americans for Choice in Education (ACE)* met in Washington, D.C. to plan its new action agenda for more "*educational freedom*" in the United States. This broad-based coalition of diverse groups and individuals will primarily direct its new action to creating more flexibility in regulations affecting the federal government funding of local education and day care programs.

The September meeting also elected **Lee Havis**, Society executive director, to serve as its chairperson—to guide the coalition's policies and planning in the operation of its various activities. Havis also accepted the responsibility of organizing specific efforts to create the needed "*flexibility*" in federal government regulations.

Havis stated that "if an exemption, variance or waiver could be written into the present rigid regulations in federal funding programs, local and state agencies could then begin to exercise more real choice in the delivery of services. Altenatives to restrictive staff training requirements, group size limitations and staff-child ratios would allow for a wider range of healthy competition and experimentation in the field of child care and educational programs. Such diversity is simply not possible at present in various government funded programs because of the excessively rigid nature of existing regulations. With a waiver provision, local agencies could try out a variety of delivery systems, such as a voucher approach, to allow low-income families to choose a private program which would not otherwise qualify under the existing rigid regulations. Competition and choice, not more money, is what is needed for real excellence and quality in the field of education and child care."

The ACE coalition will continue its other important informational services to help coordinate the many diverse efforts for "*educational freedom*" by its various member organizations. An important aspect of this informational service is the publication of a quarterly report by newsletter editor, **Dr. Daniel McGarry** (St. Louis, MO).

The ACE coalition welcomes new members, individuals and groups, interested in working with others for educational freedom. For further information, contact: ACE, Suite One, 927 S. Walter Reed Dr., Arlington, VA 22204.

Danger

by Lee Havis

> *"This is the great danger of mankind. The child who is not protected with a view to his normal formation will later avenge himself on society by means of the adult who is formed by him."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind,** *p. 78*

Human life is in constant danger from the widespread, growing conditions of ignorance, poverty, crime and violence in the world—a danger that arises as a direct result of the unconscious repression of the child's natural inborn instincts for self-directed learning, independence and spontaneous self-discipline. Whether by outright coersive "*teaching*" or by more subtle forms of neglect or "*abandonment*", ordinary traditional education and child care warps and distorts the child's true normal development during the most important critical years of early childhood. The personality that is formed from such a repressive childhood environment lacks the basic character attributes that enable the child to successfully stand up to the serious dangers of modern social life.

Social Life

> *". . . dangers that spring from the very nature of man become still more serious at a time when social life is so disturbed and uncertain as it is at present."*
>
> **Dr. Maria Montessori**
> *from* **From Child. to Adolescence,** *p. 103*

Traditional education distorts the child's entire basic personality development to conform to the repressive order of adult social life—a pervasively restrictive structure of fear and external control built on guns, police and prison. Within such a restrictive social structure, the ordinary child becomes weak and dependent in all its interaction with others thereafter. The primary danger of this unconscious repression is the servitude it breeds in the child to unquestioned external authority.

Servitude

> *"The danger of servitude does not lie simply in a useless waste of life . . . but also in the development of reactions which are marked by weakness or perversion."*
>
> **Dr. Maria Montessori**
> *from* **Discovery of the Child,** *p. 58*

Compelled to follow the dictates of a predetermined curriculum and mandatory group instruction, the child in the traditional classroom is forced to adopt the role of passive receptive being—to obediently serve the purposes and needs of the adult "*teacher*". Such docile servitude to external forces necessarily requires the child to forego and neglect its own individual needs and interests. In later life, this neglect of normal development becomes visible in outer form as a diminished self-image dangerously dependent on the many other warped personalities in society.

Warped Personalities

> *". . . man is dependent upon other men . . . his whole life will be in danger if the personalities of those about him have been warped."*
>
> **Dr. Maria Montessori**
> *from* **Secret of Childhood,** *p. 187-88*

Even the most independent-minded individuals must invariably face the common danger of social institutions which are built up by massive numbers of warped personalities. One's own inner search for happiness and self-expression must necessarily reflect itself in the outer drama of uncertain and fragile association and relationship with others. Each day plays out this hidden inner drama of repressed feelings and unknown fears with all the confusion, controversy and conflict of a veritable battlefront.

Battlefront

> *"The individual treads the path of life, beset with dangers on all sides! Life is a veritable battlefront: one may come through but be crippled and scarred."*
>
> **Dr. Maria Montessori**
> *from* **To Ed. the Human Potential,** *p. 119*

Montessori teaching is a constant challenge to speak out and act boldly for the "*normalized*" child—a daily battlefront of controversy and conflict with the entrenched forces of repression, prejudice and limited thinking about children and education in society. Montessori teachers must therefore possess a considerable courage, patience and humility to successfully stand firm against the many oppressive influences in society which oppose the reality of Dr. Montessori's vision of a "*new education*". Such a "*new education*" not only stands against all forms of repression of the child's true nature, but more significantly, offers tangible, practical answers to the most dangerous problems of modern human development.

Answers to Problems

> *"A truly scientific education should give answers to problems and not merely point out the difficulties and dangers existing in the common schools. . ."*
>
> **Dr. Maria Montessori**
> *from* **Discovery of the Child,** *p. 41*

The Montessori answer to the problems of traditional education is a scientific approach to the child—a revolutionary "*new education*" that may be seen most clearly as a way of being committed to three specific principles of nature: i.e., (1) "*Observation*', (2) "*Individual Liberty*", and (3) "*Preparation of the Environment*". These three Montessori principles provide a consistent reliable inner "*control of error*" to check and correct one's various actions with children on a moment to moment basis—to show how to "*control the environment, not the child*" so that the "*normalized*" child will indeed fully emerge. In the Montessori environment, children experience a process of "*normalization*" whereby they come to master even the most dangerous problems of life with a true grace and courtesy.

Normalization

> *"Normalization, therefore, does not consist in hurling oneself into the midst of dangers, but in acquiring a prudence which permits one to recognize and dominate dangers. . ."*
>
> **Dr. Maria Montessori**
> *from* **Secret of Childhood,** *pg. 172-173*

"*Normalization*" returns the child to a state of complete harmony with its environment so that the child expresses an instinctive alertness and keen awareness to recognize and avoid many otherwise dangerous problem situations. The calm demeanor and inner mental balance of the "*normalized*" child allows the child to effectively confront and patiently resolve the many dangers and risks of normal human life. True normal being in the face of danger is therefore not so much a matter of bold heroics, but rather an approach of cautious prudence which is ordinarily lacking in even the most mature adults.

Cont'd. on Page 3, Col.2

Look for the
November Observer
featuring
Purpose

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(301) 589-1127

Lee Havis, Executive Director

The **Montessori Observer** is mailed four times each year to Society members throughout the world. The *Observer* is sent during the months of March, May, September, and November. The purpose of this publication is to provide news and information about the development of Montessori education to extend awareness of Montessori principles and to promote harmony within the Montessori community.

INTERNATIONAL MONTESSORI SOCIETY

The International Montessori Society is sponsored by Educational Services, Inc., a non-profit corporation organized in Maryland, U.S.A. The Society's purpose is to support the effective application of Montessori principles throughout the world.

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SUBSCRIPTION

Subscription to this *Observer* publication may be obtained by requesting Society membership which is open to all individual for a $20 annual fee. Society members also receive a subscription to the *Montessori News*. Send request for membership benefits.

ADVERTISING

Advertising space is available for services and products relating to Montessori education. Marketplace ads are $7/line. Position and Placement ads are $10 each and will be set and edited by the Society to conform to space requirements. Write for the Society's advertising outline as to rates and other information about design advertising.

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Moment of Peril

Airplanes, Guns and Swords

from ***Observer****, September/1990*
by Lee Havis

Quiet fantasy concerning airplanes, guns and swords ***(see Observer, September/1990)*** involves no immediate threat of physical harm to the children or objects employed for this purpose. Therefore, one's overall management of the total group would likely direct itself elsewhere to "*control the environment, not the child*".

When the total group has become stabalized in relative tranquility, calmness and order, the adult may then safely choose to attend more directly to the "*moment of peril*" arising in Tommy's group fantasy activity. Looking and listening from afar is the first approach to this situation—to attain as much "*eye contact*" with the children around Tommy (the "*hub*") as possible. This "*eye contact*" alone without judgment or negative gestures, will have a very favorable effect over time to delicately disengage the "*other children*" as a detrimental influence in the environment around Tommy.

Given the lack of "*eye contact*" after considerable visual scanning from afar, the adult may then quietly and slowly move closer to the scenario to more carefully listen and observe. Kneeling down close to the group, the adult may notice more of the details of the fantasy drama and the conversation among the children involved. If no significant "*eye contact*" with the children is established from this closer vantage point, the adult may question the children to help uncover the underlying issues in the particular fantasy; e.g., "*what is this?*" (pointing), "*why does that go there?*" (pointing), or more generally "*what are you doing?*". Friendly questions about the "*airplanes, guns and swords*" will gradually enable the children to resolve their own repressed feelings of fear, discouragement and powerlessness in reality which are being dramatized with those particular objects and concepts.

In time, the children around Tommy will lose interest in the fantasy and then return to activity directed to their real needs and interests in the environment. Without the detrimental attention and involvement of "*other children*", Tommy too will eventually return to his own normal developmental process.

Ninja Turtles

Five year old Buddy is constantly looking for other children to involve in a game of "*Ninja Turtle*". Although the other children usually decline his invitation, Buddy remains deeply engaged in the fantasy drama. Even if other children do not play with or watch Buddy in his fantasy drama, he will nonetheless play out the role of "*Ninja Turtle*" on his own—either by physical activity and gestures, or by drawing the same figures on paper day after day. There is practically no "*eye contact*" with the teacher. What to do?

Answer in Observer, November/1990.

Danger

Cont'd. from Page 2, Col. 3

Prudence

> "... *a child naturally confronts dangers and does so with greater readiness than adults ... children develop a kind of 'prudence', which enables them to avoid dangers and consequently to live with them.*"
>
> **Dr. Maria Montessori**
> *from* **Secret of Childhood**, *p. 172*

The "*normalized*" child faces danger with true skill and prudence—to calmly analyze each new obstacle in its path of development to ascertain the most reasonable, effective resolution possible. In the Montessori "*normalizing*" environment, children learn to acquire such prudence by a constant exercise of free will in choosing their self-directed activities. The child also acquires a sense of true personal responsibility for the consequences of all its various actions.

Responsibility

> "*A child ... is thus freed from the greatest of all dangers, that of making an adult responsible for his actions.*"
>
> **Dr. Maria Montessori**
> *from* **Discovery of the Child**, *p. 93*

The adult can never fully protect a child from all the dangers of living in a modern, ever-changing world—no matter how careful and cautious one is in assuming this type of responsibility for children. True safety from harm may only be assured to the extent of the child's own responsibility—free from the constant presence of an imposing adult "*teacher*". Children in the Montessori environment are therefore free to learn by a process of self-education—to overcome the danger of basic ignorance about life.

Ignorance

> "*The greatest danger lies in our ignorance ...*"
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *240*

The young child normally overcomes the danger of its initial ignorance in life by gradually acquiring knowledge through direct sensorial experience—absorbing its surrounding culture by direct active exploration and experimentation in the environment. Children in the Montessori environment acquire a great quantity of useful knowledge of the universe by following the "*teacher within*" themselves. The adult assists this "*teacher within*" by insightful, patient observation—the ultimate way of salvation for the child and humanity itself to escape from the danger of its own distorted purpose and unknown errors.

Way of Salvation

> "*If one perceives the danger, he may by this mere fact find himself in the way of salvation.*"
>
> **Dr. Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p. 289*

Once "*normalized*", the child is saved from many common dangers in life by its distinctively prudent approach to each new problem situation. This way of salvation to become "*normalized*" is assured in the child by the Montessori teacher's approach of expanding awareness of the three Montessori principles at those critical moments of peril that arise in

Cont'd. on Page 4, Col. 1

LETTERS TO IMS

September, 1990

Dear Lee,

Again, I want to thank you for the ("*Creating the New Education*") conference this August in Columbia ... I was just ready to see and hear certain things—open myself to what was right in front of me all this time, which I hadn't been allowing myself to fully experience, appreciate ... The issue of how adults abandon children, how we abandon ourselves and consequently block the flow of communication with other adults and hurt children in the process is very important. Your suggestion that I just silently sit and keep observing at school—observing others and myself—has been so helpful to me. Just this morning I spent an hour in the school—observing—and I coud really see some things I had never seen before—the projecting of expectations on the child, the abandonment of the child—the subtle pressures ... I just silently observed ... the need of the adult to be "*right*", to be "*valued*" to be validated—and how threatening it felt to just be quiet and try to engage in what was right in front of us ... It's really a freeing experience. I've had so little confidence at dealing with these situations—though, now, I still don't exactly know what to "*do*", I do have confidence that the goals of the Montessori principles are achieveable, that my "*being*" can have a positive effect on the environment. ...

Kindest Regards,

Kay Marshall
Columbia, South Carolina

September 6, 1990

Dear Lee,

As I was reading the "Observer" the other day, it occurred to me that the paper was not recycled paper. I think it would be in the best interest of us all if you could look into purchasing your paper supply from a recycling plant.

Gratefully,

Cassie Snider
Toledo, Ohio

Ed. Note: Recycled paper is about 30% more expensive. The Society will print its "***Observer***" on recycled paper if readers will donate enough additional contributions towards the "Recycled Paper" fund. Send your contributions to the Society for this purpose, specifying "recycled paper".

* * *

Reflections ...

Cont'd. from Page 1, Col. 2

who pull me back together. I give up—then one of them finds a way to encourage me.

I want to tell you about a case this summer. It is only one among many, but it is important because it was a turning point for all of us.

I was upstairs. I could hear David and Kali arguing downstairs. At first I thought it might blow over, but it only intensified. When I went downstairs, I found they were fighting over Kali's stuffed rabbit. Evidently, David had taken the rabbit away from Kali ...

At first I just observed them. Then I began to inquire into their fantasy misbehavior. "*Why do you want the rabbit?*" "*Whose rabbit is it?*" etc., etc. They both got louder and louder, screaming things like, "*It's mine,*" or "*I hate you.*" My head was whirling. Then I thought of a different question. "*What does this rabbit represent?*" They both seemed a little stunned by the question. They were quiet for a couple of seconds, then began again just as loudly as before. I kept asking, "*What does the rabbit*

Cont'd. on Page 4, Col. 2

October, 1990
Vol. XI, No. 5

Danger

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Proceedings of meeting of Americans for Choice in Education (ACE), held on September 12, 1990 in Washington, D.C. Pictured from left are: Therese Syren (Catholic League for Religious and Civil Rights), Robert Marlowe (Citizens for Educational Freedom), Mary Catherine Pegis (ACE Sec./Treas.), Mae Duggan (ACE vice-chairperson), and Dr. Daniel McGarry (ACE newsletter editor).

Danger

Cont'd. from Page 3, Col. 2

various circumstances of misbehavior and disorder. This new being as "*commitment to Montessori principles*" is activated in times of peril by the inner strength and power of one's simple conscious thought.

Strength

> *"Each human being possesses the strength of becoming aware of and of facing the dangers, the temptations of the world so as to become innured to them in order to overcome them."*
>
> **Dr. Maria Montessori**
> *from* **From Child, to Adolescence**, *p. 135*

Even in the face of considerable risk of harm or injury, one may still call on strength within to create the "*being*" that allows the "*normalized*" child to emerge—by simply thinking of the three Montessori principles. With constant practice, this inner strength of conscious thought grows even stronger as one assumes more responsibility with others in the process of creating the "new education". Such an expansive Montessori teaching thereby reaches far beyond the immediate circumstances of some specific incident or event—to free the human spirit to ultimately overcome the many serious dangers that otherwise so imperil mankind in this modern world.

Reflections . . .

Cont'd. from Page 3, Col. 3

represent?", maybe 3 or 4 more times. Little Kali was the one who answered. "*It's love, it's love. We both want love.*" All was still for what seemed to be about a minute. David stood still, holding the rabbit high over his head. Then, he gently handed the rabbit to Kali. He sat down and seemed to be in deep thought for the next few minutes. The look on his face was not of a child pouting about having to hand over a toy that he wanted, the look was of one thinking and questioning. There have been many enlightening incidents this summer, but this one seemed to pave the way for more openness.

Positions & Placements

Montessori Teacher: elementary (6-12), for fall, 1990. Well-equipped classroom. Salary open. Call: (804) 930-9545: Peninsula Montessori School, 12749 Nettles Dr., Newport News, VA 23606.

The Ben Scott Show . . . In appreciation

On September 8, 1990, listeners, callers and guests of the *Ben Scott Show* (**WVOC-AM** radio, Columbia, South Carolina) hosted an appreciation party in honor of **Ben Scott** for his important contribution to dialogue and stimulating public debate on controversial topics in the community. **Kay Marshall** and others associated with the local **College of Early Learning** were instrumental in coordinating this event

Lee Havis, Society executive director, was the last guest on the *Ben Scott Show* in July, 1990. Havis was interviewed at that time about the South Carolina Montessori conference (August, 1990). This guest appearance also featured a lively telephone dialogue about Montessori education with callers from the local area.

The *Ben Scott Show* was noteworthy for its courage to take on challenging ideas and thought-provoking inquiry. Besides Montessori education, the *Ben Scott Show* offered the "*inside story*" on many events in the community from the perspective of lives that were directly affected. One program featured a direct personal account of a teenager's dramatic struggle for individual liberty amid the forces of conflicting adult institutions and personalities.

Kay Marshall described the *Ben Scott Show* as a "*'people's forum'* in which individual members of Columbia's various *'subcommunities'* who used to talk about each other, learned how to talk to each other." Ben Scott's respectful manner and insightful questioning was an important aspect of this show's particular success and value to the community.

November, 1990 *Vol. XI, No. 6*

The Montessori

OBSERVER

Purpose

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Parent Enrollment at Model Children's House

The first model Children's House program of the International Montessori Trust (*Powder Mill Children's House*, Beltsville, MD) is providing important new information about parent enrollment and advertising—issues which critically affect all new Montessori schools.

Lee Havis, director of the Powder Mill model program, indicates that "even though the physical environment of a new school may be set up and ready for operation, delay in the issuance of the government license may result in a considerable period of time before the program can actually open for business. During this initial non-operational period, parents and children can nonetheless inspect the facilities and plan for their future enrollment. A Saturday '*open house*' is particularly convenient to meet with parents who ordinarily work during the week. At the '*open house*', the presence of

Cont'd. on Page 4, Col. 2

Reflections...

Eye Contact

by Charmaine Johannes
(Anacorters, Washington)

Charmaine Johannes is a student in the Society's teacher education program. Her reflections here are based on her experiences in the Independent Study Course and at the Society's Oakland, CA conference held in 1989.

The principle of Observation "*without comment*" or "*associated with some other non-verbal expression or gesture*" is still confusing to me. Eye contact without attempting to manipulate a situation seems more confusing. I can't seem to grasp the idea yet. The purpose of eye-contact is to "*to keep in touch*" with the child, the situation, isn't it? To reassure in some situations, to catch a child's attention in order to take them from the situation that may become disruptive? The eye-contact should be reassuring to the child, and calm. Even in a situation of disorder.

I remember from the Oakland conference discussing personality and feelings . . . We can feel anger without being anger, we can feel frustration without being frustration. So, in being an effective Montessori teacher, we practice being aware of our feelings, our personality and separating them from our actions—eye-contact and interference in situations with the

Cont'd. on Page 4, Col. 1

Children working at the Stone Mill Montessori School in Lawrenceville, Georgia.

Stone Mill Montessori in Lawrenceville, Georgia

In 1988, **Jean Wilson** reorganized her home in Lawrenceville, Georgia to serve as a Montessori school environment for young children. This environment, known as *Stone Mill Montessori School* is now licensed as a family day care home to provide a single full-day program, 8-5 daily, for children aged 2-5.

Jean first became interested in Montessori education through her classroom teaching experience with **Virginia Jones** (IMS '86). In 1987, she enrolled herself in the Society's "*Independent Study Course*" and finally started her own home school program for children in September, 1988. With a full enrollment and more parents seeking to enroll their children all the time, Jean would like to expand into a larger facility which would allow a much greater enrollment capacity.

Jean says she enjoys her role as teacher and school owner, and often has visitors who come to observe and learn from her experience. She states that when parents come to visit, they are "*amazed at how there is so little misbehavior*" and at "*how busy the children are in their work*".

Jean Wilson is presently completing her work in the Society's Montessori teacher education program and has been a regular participant in the Society's Montessori conferences in her area during the past few years.

For further information, contact: Jean Wilson, Stone Mill Montessori School, 494 Ridgemont Dr., Lawrenceville, GA 30245, Tel. (404) 995-5669.

Independent Study Course Renews Accreditation

On October 17, 1990, the three-member Accreditation Committee of the International Montessori Society met in Silver Spring, Maryland to give continuing accreditation of the Society's 22-lesson "*Independent Study Course*". Based on an extensive process of self-study, on-site evaluation visit and recommendation by the Society's review committee, the Committee extended the accreditation of this teacher education program until April, 1992.

Prior to April, 1992, the Society must complete another self-study and course review process according to procedures clarified by the Committee at its October 17, 1990 meeting. Specifically, the Accreditation Committee requires that certain new documents be provided directly to the Committee with the review committee recommendation and that a formalized written evaluation of graduates be conducted and verified in writing by the review com-

Cont'd. on Page 4, Col. 3

Purpose

by Lee Havis

> *". . . the purpose of life is to obey the occult command which harmonizes all and creates an ever better world. The world was not created for us to enjoy, but we are created in order to evolve the cosmos."*
>
> **Dr. Maria Montessori**
> *from* **Ed. for a New World**, *p. 26-27*

Man's underlying purpose to "*evolve the cosmos*" remains ordinarily hidden and obscured by the many urgent demands for various short-term goals of physical comfort and survival. Only in moments of profound insight and inspiration does one experience the reality of such a cosmic purpose in life. Even those who have experienced the reality of the child's true "*normalized*" nature; i.e., loving order, spontaneously self-disciplined and in harmony with all creation, often fail to recognize their Montessori teaching to enable normalization to occur as a transcendent cosmic task in the evolution of the universe.

Cosmic Task

> *"Man too, like all beings, has two purposes, conscious and unconscious. He is conscious of his own intellectual and physical needs . . . but has yet to become conscious of his far deeper responsibilities to a cosmic task, his collaboration with others in work for his environment."*
>
> **Dr. Maria Montessori**
> *from* **To Ed. the Human Potential**, *p. 42*

Man's basic cosmic task generally exists below the level of conscious awareness—hidden by the superficial drama of struggle with others as determined by needs of "personality". During early childhood, this "*personality*" is stabilized within as the basic drama for full self-expression in the face of a hostile surrounding environment. Within the ordinary conditions of repressive adult control, the young child forms its personality as a fatal deviation from the larger cosmic purpose of being in the world.

Fatal Deviation

> *"By a fatal deviation, a man has been separated from his goal in life."*
>
> **Dr. Maria Montessori**
> *from* **Secret of Childhood**, *p. 188*

Personality forms itself during early childhood as a structure of unconscious prejudices and limited perceptions conforming to the expectations of one's own family and culture. Such a fatal deviation from true natural being emerges in various forms of excessive dependence, weakness of character and a general condition of fear and mistrust of others. In society, this deviated personality expresses a drama of struggle and need for superficial goals which confuse the means of life with their ultimate ends.

Means and Ends

> *". . . man confounds the means . . . with the ends in many of his functions . . . nutrition is made a pretext for gluttony, and the appetite an end in itself . . . he employs his creative energy of thought for its own sake."*
>
> **Dr. Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p. 243*

Disconnected and deviated from one's true purpose, the ordinary adult generally seeks only after various limited goals, such as "*making money*" and "having things". However, these superficial goals represent at best only a means to achieve the real ends of satisfaction, harmony and balance with the infinite laws of nature. Confusing means with their ends is unconsciously communicated to children through ordinary traditional education.

Traditional Education

> *"To dominate the child, to bring him into subjugation—this is the basis of (traditional) education. If this can be done by any means whatever, even by violence, all the rest will follow."*
>
> **Dr. Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p. 29-30*

The purpose of traditional education, i.e., to instruct children according to the superficial demands of adult society, brings with it also a basic repression of the child's true nature. Even though some limited goals may be achieved by the repressive means of traditional "*teaching*", the real purpose of education, i.e., to free the human spirit, is fatally absent. Efforts to reclaim the true purpose of education are often only directed towards such transitory goals as "*happiness*".

Happiness

> *"Happiness is not the whole aim of education. A man must be independent in his powers and character, able to work and assert his mastery over all that depends on him."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 170*

"*Happiness*" as a goal in education is insufficient as an ultimate purpose because of its ordinary dependence on others for success. Without real self-confidence and independence, any real "*happiness*" which may be achieved by pursuit of this goal alone would be rather short-lived and uncertain. By contrast, Montessori education supports independence in children so that they can find their own happiness in life—not by "*teaching*", but rather by following such fundamental principles of nature as "*observation*".

Observation

> *". . . observation . . . has a purpose. Its object is to find out what are the laws of life."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 13*

The Montessori teacher observes children to discover their true normal being in accordance with infinite and eternal laws of nature. Such a patient way of being with children reflects a commitment to certain specific principles of nature; i.e., (1) "*Observation*"; (2) "*Individual Liberty*"; and (3) "*Preparation of the Environment*". These three Montessori principles provide a precise and effective guidance to the adult's "*being*" which allows the child to fulfill its own instinctive duty in life.

Child's Duty

> *". . . the child . . . His duty is to realize the present stage of an evolving society."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 58*

The young child spontaneously obeys an inner duty to intimately absorb its surrounding culture—to incorporate this culture into its essential being as "*personality*". During the formative period of early childhood, children are directed instinctively from within to achieve a fundamental adaptation with the environment through the amazing power of the young child's "*absorbent mind*". Such a constructive purpose of adaptation emerges in the Montessori environment in many forms of goal-directed movement.

Cont'd. on Page 3 Col. 2

Look for the
March Observer
featuring
Community

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Lee Havis, Executive Director

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Moment of Peril

Ninja Turtles

from Observer, October/1990
by Lee Havis

Five-year-old Buddy is acting out the fantasy of "*Ninja Turtle*" (**see Observer**, *October/1990*) as an escape from pain which is somehow present in his real-life circumstances. The turtle's "*shell*" protects against the attacks of others, and the "*ninja*" aspect dramatizes the skill and proficiency in self-expression that is significantly lacking in Buddy's present-moment reality. As "*Ninja Turtle*", Buddy is able to hide from the weak, defenseless and powerlessness position of his own real-life situation.

Assuming that "*other children*" and "*physical objects*" are disengaged as detrimental influences in Buddy's environment, the only remaining potential for detrimental influence is the "*adult personality*". With "*fantasy*" as is the case with Buddy here, the "*adult personality*" is detrimentally reflecting the same escape into fantasy as the child. (Buddy as the "*hub*", the "*unknown entity*", is not subject to direct analysis since the approach is always "*control the environment, not the child*").

To "*control*" the detrimental influence of the "*adult personality*" in this situation is a matter of growing awareness of the particular fantasy; i.e., by watching and listening to the external aspects of the drama. In time, this passive "*observation*" of fantasy tends to disengage the detrimental influence of the "*adult personality*"—as one's own confusion, tension and discomfort is gradually noticed and resolved. Non-judgmental "*eye contact*" with Buddy will gradually provide the necessary connection with reality, and the fantasy will thereby disappear of itself.

If Buddy's fantasy does not completely resolve with "*passive*" observation and eye contact lessons with the adult, one may proceed to question the child through friendly conversation (assuming that the rest of the environment is in a state of relative calmness and order). Open-ended questions are best: e.g., what are you doing? where are you going? These questions open up more specific questions about the fantasy which gradually reveal and effectively resolve the underlying repressed feelings. As these painful feelings are recognized and resolved, Buddy will spontaneously turn towards purposeful normal activity in the environment.

I want Mommy

Three year old Molly is crying by herself in the middle of the floor. Between tears, she screams out "*I want Mommy!*". Although she has a piece of work in front of her offered by the teacher, her crying continues. She does not look up to the teacher for eye contact, but rather continues her crying. Since the teacher has discerned no harm coming from the immediate circumstances, she suspects that Molly really is missing her mother. What to do?

Answer in **Observer**, *March/1991*

Purpose

Cont'd. from Page 2, Col. 3

Movement

> *". . . the true purpose of movement is far higher than to produce an appetite or strengthen the lungs; it is to serve the ends of existence, the universal and spiritual economies of nature."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 141*

The normal child moves in response to a mysterious inner plan to unfold one's own unique purpose first set in motion at the moment of conception. Following always some predetermined object, normal movement involves no wasted effort or energy—even though a young child's activity may at times appear as quite ackward and uncertain. This self-directed activity allows children to work out problems in their own way without adult interference—to learn new knowledge and real-life skills in the process of correcting error.

Error

> *". . . cultivate a friendly feeling towards error . . . as something having a purpose, which it truly has."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 246*

Errors serve the important purpose of showing where correction is necessary and possible to perfect one's being. "*Individual Liberty*" is given in the Montessori environment to allow the children to correct their own errors to thereby develop real self-confidence and effective problem-solving ability. The "*normalized*" child will show its perfected being most keenly as an older child through the harmony of social organization it creates with others.

Social Organization

> *". . . the amount of light a child has acquired in the moral field, and the lofty ideals he has formed, will be made useful for purposes of social organization at a later stage."*
>
> **Dr. Maria Montessori**
> *from* **To Ed. the Human Potential**, *p. 6*

The "normalized" nature of the young child is seen in older children through their spontaneous social organization—a natural harmony with others which extends far beyond the politeness of ordinary adult society. Normal children show a patience and respect among themselves that serves as a model for a new and effective social harmony in the world. This "*normalized*" being in harmony with the environment is the central focus and great task of true education.

Great Task of Education

> *"The great task of education must be to secure and preserve a normality which, of its own nature, gravitates towards the center of perfection."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 239*

The emergence of the "*normalized*" child is the underlying great task of true education—to free the human spirit to make its unique contribution to the evolution of humanity. By being a "*commitment to Montessori principles*" with children, the adult is serving this great task

Cont'd. on Page 4, Col. 3

The Montessori Sub

by Paul Posillo
(Ashaway, Rhode Island)

This school year, 1990-91, I finally reached a level of courage and confidence with respect to my ability to live as a commitment to Montessori's principles to seek work as a substitute teacher in both public and private schools and child care centers.

There was a time, not long ago, when the mere thought of substitute teaching in "*non-Montessori*" environments would send shivers through me and mentally and emotionally paralyze me. But thanks to the personal support I have received through the International Montessori Society via all its modes of reaching out and communicating (correspondence, phone calls, observations at Society affiliated schools, conferences, publications, and independent study course), I have transcended that low level of being and I am subbing in grades N-12 in all content and special areas including Special Education and Resource. I have even been assigned hall monitoring duty which I also approach as *commitment to Montessori principles*.

Over the years and especially culminating at this past summer's Society conference, *Creating the New Education*, in Columbia, South Carolina, I have become acutely aware of the importance of language. In a nutshell, every human expression, whether verbal or physical, is language. The child is ALWAYS speaking. Every breath, every movement and every utterance is language which we can interpret and use to help the child move towards normalization. I would like to share with you now a couple of incidences that may be of help to others who are faced with similar situations.

In one school in which I worked, it was obvious that the children had been under a heavy regime. Many of them exhibited only the grossest (not refined) behaviors when presented with an environment that left them in the position of making their own choices and decisions. One child in particular elbowed the child on his right. He then turned and elbowed the child on his left. Immediately, he turned around and began punching the child behind him. He had a look of hostility and anger on his face and in the movements of his body. The sounds and words coming from his voice spoke the same. My very first thought as a result of believing in the normalized child and living by Montessori principles was, "*Who has been hitting this child?*" I did not verbalize this to him. I merely said to him with much empathy and nonjudgment "*How does it feel to be hit?*". He looked up at me with eyes full of pain and said calmly, "*I hate it when my father hits me.*"

He then on his own went to the front desk, picked up the assigned work that had been left for the class to do and returned to his seat and worked on it till the end of the period. At the end of class and on his way to the next room, he made it a point to come up to me, put his hand out to shake mine, looked me straight in the eye and said, "*Thank you.*" He asked if I'd be back again tomorrow.

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Purpose

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Reflections . . .

Cont'd. from Page 1, Col. 1

idea that we should solve children's problems or do their work for them.

The eyes are the doors to the soul. So, the discipline is to allow the more deeper understandings to flow from them, not the initial judgmental types of reactions to situations. I am beginning to see the value of eye-contact on a deeper level.

Be Faithful to Yourself

by Bonnie Sanders
(Fredericksburg, Virginia)

Bonnie Sanders is a graduate of the Society's Montessori teacher education program. Her reflections here concern her personal experience in applying Montessori principles with her children throughout the past few years while taking the "Independent Study Course".

Mikalle (six years old) appears to be solving very hard problems of life on her own. Evidently, she is posing questions to herself, and finding her own answers (She was about two when I began this course, so, of course, she is used to questions.) I was really touched by something she said a few weeks ago. She had made something for her favorite babysitter. She had worked very hard on it and was so excited about giving it to him. When she tried to give it to him, he refused it. She kept insisting that he take it, but he just said "*Oh, no thank-you.*" I don't think he meant to be inconsiderate, he just seemed blind to her gesture. I could tell she was hurt, but I was at a loss as to what to do. It reminded me of a time when I was young and a similar incident had occurred to me. I remembered being crushed and convinced more firmly that somehow I was not "*good enough*" as a person. However, with Mikalle, something valuable happened. A short while later, she came to me and said, "*No matter what happens, no matter who hurts you, always be faithful to yourself.*" I was astounded by the words and the wisdom. You don't expect something like that from a 6-year old child. I sat in silence. What courage, what faith in herself it must have taken for her to come to such a conclusion.

Parent Enrollment

Cont'd. from Page 1, Col. 1

other parents and children makes for a friendly social event which encourages a more positive attitude towards the new program."

Advertising for a new Montessori school is also under study at the Powder Mill Children's House. Havis states that "since a new program is unknown in the community, a considerable initiative must be taken to generate inquiries from parents. A program cannot always choose its starting date during the most favorable summer months when parents are usually making decisions for school and child care. Once these decisions have been made, it is difficult to arouse interest in changing to a new situation."

Havis believes that effective advertising for a new program is greatly helped by the presence of an attractive, visible sign on the property outside. He states that "a telephone number on the sign will enable parents to easily contact the program—before the program's number is listed in the yellow pages. An answering machine with the telephone will take messages even though no one may be physically present to receive the call. However, a new program will probably still need to initiate communication with qualified parents."

Some inquiries may be from parents too young or otherwise unprepared for the 2-6 group experience. Children under the age of two who are unable to go to the bathroom on their own are generally unsuited for an effective Children's House program. Havis states that "the infant's need for so much individual attention from the adult will necessarily detract from one's responsible supervision of the total group. Parents of these unqualified young children may nonetheless be placed on a '*waiting list*' to be contacted at an appropriate time in the future."

For further information about the Powder Mill Children's House, contact: International Montessori Trust, 6812 Dartmouth Ave., College Park, MD 20740, Tel. (301) 589-0733.

POWDER MILL
CHILDREN'S
HOUSE
ages 2-6
call 301-572-9761

Advertising sign on the premises of Powder Mill Children's House (Beltsville, Maryland).

Purpose

Cont'd. from Page 3, Col. 2

of education—to create a "*new education*" far beyond the limited purposes and goals of ordinary traditional education. However unconscious may be one's own personal association with this great work of "*creating the new education*", such committed being with children is nonetheless serving the vital purpose of evolving the creative plan of the universe.

Independent Study Course

Cont'd. from Page 1, Col. 3

mittee. The Society's review committee will provide preliminary course examination leading up to a recommendation which is submitted to the Accreditation Committee for its final decision. The Accreditation Committee also encouraged the Society to continue its efforts to broaden participation in its accrediation review process.

At present, the Society's accreditation process is available only to teacher education programs specifically affiliated with the Society. Requirements for such affiliation include compliance with standards and criteria which are consistent with a commitment to the three Montessori principles. The Society only recognizes teacher education programs which are accredited by its Accreditation Committee. For further information, contact: IMS, 912 Thayer Ave., Silver Spring, MD 20910.

March 1991 Vol. XII, No. 1

IMS

The Montessori Community OBSERVER

Published by the International Montessori Society • 912 Thayer Ave. • Silver Spring, Md 20910 • Phone (301) 589-1127

Children working at the Powder Mill Children's House (Beltsville, Maryland)

Progress at Powder Mill Children's House

On December 10, 1990, the **Powder Mill Children's House** *(Beltsville, MD)* began its program operation under the personal direction of **Lee Havis**, Society executive director. Sponsored by the International Montessori Trust, this model of "*commitment to Montessori principles*" has already revealed some very useful knowledge about the progress of "*Normalization*" in children. As supervising adult of the children since its beginning, Lee Havis has particularly noticed significant changes in the duration and form of "*fantasy*".

Fantasy

Havis has observed many fantasy dramas changing in duration and intensity as the children gradually become more interested and involved in work with the materials. By engaging each fantasy scenario with careful observation through such means as "*eye contact*", open-ended "*questioning*" and adult activity directing the children's attention to more orderly opportunities in the environment, Havis states that he has learned much about the delicate, exacting manner of controlling the "*adult personality*" in such situations. He states that "one's '*active*' personality must extend far beyond the application of mere mechanical techniques, such as '*questioning*' or '*control of physical objects*'."

Havis emphasized that an "*active*" personality expression does not mean that one is "*rude*" or "*unfriendly*" towards children. He states that "interrupting some disruptive misbehavior among the children is a '*lesson*' in the same sense as any other "*practical life*" Montessori teaching and must be offered with no more outward movement, language or other '*personality*' involvement that is absolutely necessary to achieve a successful result. Sometimes, mere physical movement to approach the scene of the disorder is sufficient to resolve the misbehavior. At other times, a more intrusive type of adult '*activity*' must be offered; e.g., music ('*what song would you like to sing?*'); physical exercise ('*can you do this?*'); change environment ('*shall we go outside?*'); moving furniture (putting chairs in place very quietly); etc. This effective use of the "*adult personality*" during times of '*fantasy*' is vital to awaken the child to the real-life opportunities in the environment and to assure a relative calm and outward order during the "*normalization*" process—to help enable further successful parent enrollment."

Parent Enrollment

Parents usually enroll their children on the basis of a favorable observation of the program in operation. When the children are misbehaving or disorderly during this observation, parents may be less likely to

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The Montessori Sub

by Paul Posillo
(Ashaway, Rhode Island)

Paul Posillo is a student in the Society's Montessori teacher education program. He relates here his experiences of applying Montessori principles as a "substitute" teacher in a public school in his area.

...some of the conflicts between the children were so gross and potentially dangerous that I chose not to move on to the intended work. I chose to work on the social lives of the children instead. It seemed to me that one child was obviously the hub to the physically dangerous behaviors that were quite persistent. Some of the children would escalate the "hub" child's misbehaviors by either cheering or jerring him on. Another child, who was the most intimately involved in the hub child's misbehaviors and who for quite a while thought that the physically violent behaviors were funny, eventually began to get the worst end of the violence between him and the "*hub*". In an attempt on my part to "*control the environment (the so-called victim) and not the child (the so-called hub*)", I tried to draw the "*victim*" child's attention to the observation of his/her own behaviors and how those behaviors were "*causing*" the hub child to act in ways that were both physically and emotionally hurtful.

This "*victim*" child eventually got the courage (at least that is how it appeared to me) to stop his involvement in the misbehavior and to resist the will of the "*hub*" who, along with others in the class, had been egging him on. The "*hub's*" misbehav-

Cont'd. on Page 4, Col. 3

Reflections...

by Bonnie Sanders
(Fredericksburg, Virginia)

Workshop in Beltsville, Maryland

On December 15, 1990, I attended a Materials Workshop in Beltsville, Maryland at the *Powder Mill Children's House*. This Workshop was directed by **Lee Havis**. I had pushed for such a workshop for quite a while, and was delighted when Lee finally agreed to share this time with us.

So much attention seems to be given to the materials in the Montessori community.

Cont'd. on Page 4, Col. 2

Community

by Lee Havis

> *"There is among children an evident sense of community . . . the emotional life reaches a high level, and the children's personalities are normalised, a kind of attraction makes itself felt."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind,** *p. 231*

Children in the Montessori *"normalizing"* environment gradually develop a great mutual respect and complete harmony with each other—a natural community spirit of true affection and friendship which is far beyond any ordinary expected level of social behavior. Such a cooperative way of being together emerges spontaneously from the psychological event Dr. Montessori called *"normalization"*; i.e., a fundamental shift in young children from general fantasy and disorder to a *"normalized"* state of complete harmony with the entire environment. In ordinary traditional education, this *"normalized"* community does not arise with children because group activity is centered only on the most superficial social aspirations of the past.

Social Aspirations

> *"The social aspirations handed down to us by past generations; the idea of minimum working hours, of having others work for us, of idleness ever more complete . . . are signs of repression in the person who was not helped in the first days of his life to his environment . . . "*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind,** *p. 91*

Social aspirations built on greed, status and competition arise in the ordinary personality as a result of the repressive conditions imposed on children by traditional teaching during the early formative years of their development. Within such restrictive conditions, the child is either forced to comply with adult-controlled group instruction or abandoned to idle "play". By contrast, the Montessori environment enables children to create their own "normalized" community—a natural state of social harmony which arises from an innate sense of one's own value.

One's Own Value

> *"The realisation of one's own value is just the thing that urges association."*
>
> **Dr. Maria Montessori**
> *from* **From Childhood Adolescence,** *p. 99*

To value oneself is the necessary beginning point of any positive association with others. Without this positive sense of self-worth, social behavior assumes a form of considerable disharmony, fear and hostility towards others. During the *"normalization"* process, these ordinary anti-social feelings diminish and eventually disappear as the new *"normalized"* children show their deep friendship and cooperation with each other in the group.

'Normalized' Children

> *"Only 'normalised' children, aided by their environment, show in their subsequent development those wonderful powers that we describe; spontaneous discipline, continuous and happy work, social sentiments of help and sympathy for others."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind,** *p. 85*

Children *"normalize"* through concentration on physical objects as described and reported by Dr. Montessori. Ordinarily, this *"normalization"* occurs only after a considerable period of anti-social behavior involving much misbehavior, disorder and fantasy. These *"normalized"* children show a profound mutual respect and affection towards one another.

Respect and Affection

> *" . . . there is a mutual respect and affection between the children, a sentiment which unites instead of separating . . . the sentiment that must accompany the order of a community."*
>
> **Dr. Maria Montessori**
> *from* **Spontaneous Act. in Ed.,** *p. 94*

Mutual respect and affection arise naturally among *"normalized"* children as they spontaneously interact with each other through their various interrelated interests and activities. A large group of mixed-age children with freedom of choice in the Montessori *"normalizing"* environment affords many positive social opportunities which are simply not available in the single-aged grouping of the traditional classroom. In the Montessori environment, group activity proceeds in complete harmony with the basic order of infinite and eternal laws of nature.

Laws of Nature

> *"Before we can reach the point where we are 'good' we must first enter into the 'order of the laws of nature'. Then from this level we can raise ourselves and ascend to a 'supernature' where the cooperation of consciousness is necessary."*
>
> **Dr. Maria Montessori**
> *from* **Formation of Man,** *p. 45*

Montessori teaching creates the unique *"normalizing"* environment in its way of being committed to fundamental laws of nature; i.e., (1) *"Observation"*;(2) *"Individual Liberty"*; and (3) *"Preparation of the Environment"*. These three fundamental Montessori principles are applied in practice as expanding concepts which guide one's moment-to-moment judgment and action with the children. For example, the principle of *"individual liberty"* is expanded beyond its ordinary sense of *"do what you want"* to recognize its limitation by the interests of the total group.

Interests of Group

> *"A children's liberty should have as its limits the interests of the group to which it belongs."*
>
> **Dr. Maria Montessori**
> *from* **Discovery of the Child,** *p. 49*

"Individual liberty" is limited in practice by various group interests that necessarily arise in deciding such matters as the physical facilities, availability of materials, cultural customs, and schedules and routines of daily activity. Decisions about these community concerns can be effectively made by such means as group consensus and the thoughtful judgement of the supervising teacher. Within the limits prescribed by these group decisions, each child expresses its unique contribution to the total community through one's own individual form of specialized work.

Specialized Work

> *" . . . as the community develops, work becomes more specialized. Each person chooses one kind of work and becomes psychologically unfitted for other kinds."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind,** *p. 43*

Cont'd. on Page 3, Col. 2

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featuring

Vision

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Moment of Peril

I Want Mommy

from Observer, November/1990

by Lee Havis

A child who is crying for *"Mommy"* without any apparent cause in the immediate circumstances (see Observer, *November/1990*) is nonetheless reflecting some detrimental influence in the environment. Since *"other children"* and *"physical objects"* surrounding this child are not detrimentally involved in this scenario, we must look to the detrimental influence of the *"adult personality"*. (Responsible Montessori teaching requires a solution-oriented approach to the problem as a matter of one's own being in the present *moment of peril*, rather than explaining away the situation as some sort of *"home"* problem outside of the classroom.)

To control the *"adult personality"* in this *moment of peril* suggests an active form of *"questioning"* to resolve the child's emotional distress. Such an inquiry proceeds with a series of questions that seek to uncover the specific reasons and feelings associated with the emotional distress; e.g., *"why are you crying?"* (ans. *"I want Mommy!"*); *"why do you want Mommy?"*; etc.

If the child's crying at some point deters verbal communication altogether, the adult may expand awareness of the situation by touching the child in a warm, comforting manner. Whenever possible, the adult may persist with the verbal questioning as before—even if there is no immediate resolution or response from the child. As the questioning process uncovers the child's underlying feelings and thoughts associated with the apparent need for *"Mommy"*, the emotional distress will tend to subside as the child returns to goal-directed work in the environment.

Spilling the Beans

Several children begin to reach into the bean scooping bowls, spilling out the beans on the table and then on to the floor. The teacher approaches the children and tells them in a firm, sincere manner to be careful to keep the beans in the bowls. However, the children react to the teacher's cautionary remark with hysterical laughter, spreading more beans on the floor and throwing them around the room. What to do?

Answer in* Observer, *May/1991

Community

Cont'd. from Page 2, Col. 3

As children *"normalize"*, their work becomes more specialized to serve the larger purposes of the total community. With *"normalization"*, the children show less inclination to imitate the behavior of others—and more of a tendency to follow their own individual inner-guidance for specialized work in harmony with the total group functioning. Elementary aged children show a particular interest in their social functioning by studying the customs and laws of the surrounding culture and civilization.

Customs and Laws

> *"Soon after the age of six . . . children want to know the customs and laws which men have adopted to guide their conduct; they seek to have someone in control who can govern the community."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind,** *p. 234-35*

The normal outgoing child of 6-12 years of age seeks to know the customs and laws of its surrounding society—to apply this knowledge in building an effective community in the immediate group situation. Elementary children naturally seek to establish themselves as a self-governing body which follows the basic form of their larger cultural setting. The orderly operation of such a *"normalized"* community of children reveals the underlying true nature of all effective social construction.

Social Construction

> *"Only when we hold to these (cosmic laws) as basic can we judge and modify the multitude of human laws which deal with the passing moments of external social construction."*
>
> **Dr. Maria Montessori**
> *from* **Formation of Man,** *p. 14*

"Normalized" children form a social construction among themselves which is built on infinite cosmic laws of the universe—principles of natural order which are only imperfectly reflected in the present-day structure of adult society. Adults who work for this new *"normalized"* social construction must therefore challenge many deeply engrained prejudices and limiting beliefs which have become well-established in various restrictive social institutions. Montessori teaching challenges these social restrictions as they arise with children in one's own practical daily experience—a process of expansive being that is also indirectly creating Dr. Montessori's *"new education"* in the world as a vital contribution to a transcendent environment which is shared by all humanity.

Transcendent Environment

> *" . . . man has to obtain from other men what he needs. We are all dependent upon each other, and each one of us contributes through his own labors to that transcendent environment in which we all must live."*
>
> **Dr. Maria Montessori**
> *from* **Secret of Childhood,** *p. 187*

Beyond the conscious purpose of attaining one's immediate goals and personal needs, there is a greater unconscious pur-

Cont'd. on Page 4, Col. 3

Powder Mill Children's House

Cont'd. from Page 1, Col. 2

proceed with the enrollment. Havis believes that for this reason alone, it is particularly important to have proper supervision of the children by another qualified staff member while the director is otherwise engaged with classroom visitors.

Havis also believes that effective parent enrollment into a new program requires constant attention to advertising in local news media, open house opportunities and direct mailing to prospective parents. He states that "advertising may effectively highlight the program's unique purpose of *'normalization'*—beyond the basic interest of parents for *'child care'* or *'group experience'*. *'Normalization'* as a policy and purpose must also be demonstrated in practice by the selection and proper development of program staff."

Staff Development

The Children's House staff are hired on the basis of their patience and humility as demonstrated by an initial interview and pre-employment observation period. Havis believes that staff development is an integral continuing aspect of the employment relationship—a process of attendance at special conferences, study of Society publications and direct *"observation"* of skilled staff in the classroom. He states that "inexperienced new staff may be effectively viewed in the classroom as one of the other children. They may then be engaged in various forms of *'eye contact'* and *'questioning'* to support and enhance their proper functioning."

Havis also indicates that "verbal explanations are often rather ineffective with inexperienced staff who tend to react to scenes of misbehavior with their own prejudices and superficial feelings. The director or other skilled staff must therefore supervise the new staff by personal example and *'questioning'* to assist in resolving any pertinent detrimental influences of *'adult personality'* in the classroom. Specific staff development issues seem to emerge primarily in the areas of *'language'*, *'teaching'* and *'Montessori principles'*."

Language

Most adults are accustomed to speak to children in terms of their own *"opinion"*, *"judgment"*, *"rules"* or *"conclusions"*; e.g., *"we don't..."*, *"you should..."*; *"we must..."*; *"you are supposed to..."*; *"the rule is..."*. New staff must therefore be guided by example and otherwise to use such alternative means as open-ended *"questioning"* in circumstances of misbehavior; e.g., *"what are you doing?"*; *"why are you...* (behavior described as objectively as possible)?"; *"what is this for?"*; *"where does this go?"*.

Teaching

Some new staff may come to the classroom with certain detrimental *"teaching"*

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Powder Mill Children's House

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tendencies; i.e., to interrupt children engaged in concentrated activity, while failing to effectively interrupt various patterns of misbehavior. Havis believes that these detrimental *"teaching"* or *"abandonment"* tendencies may be resolved by a gradual process of observing a good example and seeing the results of *"normalization"* as a matter of one's own personal experience.

Montessori Principles

Where new staff have acquired various distorted, prejudicial ideas and concepts about *"Montessori principles"* from prior experience, a personnel manual or other employment contract may be particularly useful. Such policy guidance for the supervision of children will help to establish and clarify the proper conditions for continuing education and learning to expand one's limited existing knowledge and awareness of Montessori principles.

Havis states that "by selecting persons who have demonstrated their ability and willingness to patiently 'observe' children, and who have shown real interest in the employment opportunity, staff development is a natural aspect of the program's operation."

Model Environment

The Powder Mill Children's House is serving as an effective *'model environment'* to resolve various issues in the progress of *"normalization"* and other progmatic aspects involved in the operation of any Montessori school. Teachers, parents and other interested persons are invited to observe the Children's House in operation at any time. To schedule a time for observation or to obtain further information, contact: Lee Havis, Director, Powder Mill Children's House, c/o International Montessori Trust, 6812 Dartmouth Ave., College Park, MD 20740, Tel. 301-572-9761; 301-589-0733.

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Reflections . . .

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The value of the Montessori materials to young children is unquestioned. Yet, these materials are not always met with the true spirit of Montessori as she intended.The materials can even go so far as to become objects of disdain to the precious little ones instead of a source of benefit and enjoyment.

As a recent graduate of the IMS course, I wanted to make sure I was not falling into the *"Montessori is the materials'"* trap. Therefore the materials workshop materialized. It was a convergence of eight people who share a common interest—the education of children.

Here, I felt the true spirit of Montessori as we discussed, among other things, ***Montessori Matters***. I can't remember ever feeling such support among a group of people. I also reached a new level of personal enlightenment as I stood watching Lee kneel in order to show each and every step of the table scrubbing exercise. I felt such support from each member of the group as they allowed this process to unfold, even though their own concerns and questions had to be put on hold.

Again, I would like to thank each one who attended, some from great distances. I saw clearly afterwards that a coming together in the spirit of Montessori is a way to keep that wonderful spirit of Montessori alive within us so that children can experience their education with love and peace.

The Montessori Sub

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iors did not completely disipate during that one, short period I had with him; the misbehaviors did however, diminish to a less dangerous degree due to the movement towards normalization of the other children.

But what was the most interesting and valuable to me was what was revealed about the real life drama hidden beneath the seemingly mean and careless behaviors of the "*hub*". This "*revelation*" was a direct result of letting nature straighten itself out through being completely committed to Montessori principles.

Toward the end of the period, a third child made some negative comments to me about the "*hub*" child's behaviors. I sympathetically asked the child if he knew why the "*hub*" child was acting the way he was. He said he didn't know. I simply said to him that there was probably something going on in the "*hub*" child's life that was real difficult or painful and which he wasn't able to express in words. I also made the comment that his behavior was the only way that he had to tell us that he was hurting. This third child looked up at me and said thoughtfully, "*O...K...*(drawn out as he was processing the revelation himself) *Maybe its because his father is dying of cancer and he feels real angry about it.*"

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pose to life which is serving a transcendent environment upon which all must depend for their basic growth and survival. Montessori teaching directly serves this ultimate community purpose by creating the *"new education"* as an indirect result of one's own daily process of committed being with children. By being a *"commitment to Montessori principles"*, one is thereby gradually allowing a true *"normalized"* community to arise in the world for all humanity.

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IMS

The Montessori *Vision*

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Montessori in Lilburn, Georgia

In August, 1989, *Montessori of Lilburn* was established as a three-day weekly program for children aged 2-5. Directed by **Virginia Jones** *(IMS '86)*, this Montessori school meets each week from 9-1 on Tuesday, Wednesday and Thursday. The class sessions are conducted in a special room which Virginia prepared for this purpose in her home.

Virginia indicates that the program was somewhat difficult to advertise in the beginning because of its small capacity and home-based facilities. She states that "now the program is full to capacity because the original parents have told others. I particularly appreciate the courage of those initial parents who gave the program a chance." She also adds that "parents understand and care about the "*normalization*" purpose of the program. I encourage parents to read Society literature to grow in their understanding of this purpose on a continuing basis."

Montessori of Lilburn offers an environment which includes a wide assortment of constructive learning materials for children. Virginia equips the classroom on the basis of the needs of the particular children attending –– not the expectations of parents for special "*Montessori*" apparatus. She states that "all the materials are goal-oriented and many were found in local stores. The success of the children in working with these colorful, durable, safe materials shows that one can definitely start a real Montessori school without the enormous funds which are usually allocated for expensive, specially-designed 'Montessori' equipment. The children find the practical life material among their most enjoyable on a regular basis. However, the program also includes materials in such areas as math, language and other advanced cultural subjects."

For further information about Montessori of Lilburn, contact: Virginia Jones, Montessori of Lilburn, 1441 Sandford Trail, Lilburn, Georgia, 30247. Tel. (404) 979-4463.

Children working at Montessori of Lilburn (Lilburn, Georgia)

Controlling Physical Objects

by Lee Havis

Controlling "*physical objects*" in the Montessori environment is a specific application of the general idea of "*control the environment, not the child*". The "*environment*" here refers to that which surrounds the individual child in question, and consists of precisely three elements: (1) "*adult personality*"; (2) "*other children*" and (3) "*physical objects*". Montessori teaching must "*control*" these three elements by removing their various detrimental influences which otherwise deter the process of "*normalization*".

Effective control of "*physical objects*" requires the teacher's constant moment-to-moment judgment of what is needed as a priority action and attention for the overall well-being of the entire group under supervision. In exercising this judgment, a "*hierarchy of priorities*" for action is useful to follow; i.e., (1) physical safety of children; (2) harm and abuse to physical objects; (3) fantasy.

Where physical objects are involved in some issue of serious "*physical safety*" of children, the highest priority must be given for the adult's intervention with direct action. Issues of "*physical safety*" of children with physical objects may arise when young children are inclined to "*wander*" out of the room or otherwise beyond the space provided for safe adult protection and supervision. In such a case, a lock or firm hand on the door may be the most vital and necessary action to take to resolve this particular issue of "*physical safety*". The teacher may well position herself at or near the

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George Stevens, new member of Society's Review Committee.

George Stevens appointed to Review Committee

On May 14, 1991, **Dr. George Stevens** (Hyattsville, MD) accepted the Society's appointment to serve on its accreditation "*Review Committee*". The Review Committee, which also includes **Virginia Jones** (*Lilburn, GA*) and **Laurie Zelszler** (*Woodbridge, VA*), functions within a larger accreditation process to assure the integrity and effective operation of all Montessori teacher education conducted by the Society.

Dr. Stevens holds a Ph.D. in Human Development with a Masters Degree in English from the University of Maryland. He has worked, over a period of twenty-five years as an Educational Psychologist specializing in helping adults improve their skills in learning and human relations. Dr. Stevens has concentrated his efforts in the area of communication and has been especially active in reading and study skills, and memory and listening training.

Dr. Stevens has written several articles in the field of education. In May, 1963, he co-authored an article with Glen Doman and R. C. Orem, "*You Can Teach Your Baby to Read*" which appeared in the Ladies Home Journal. In 1968, he co-authored "*The Case for Early Reading*" with R. Buckminster Fuller and R. C. Orem.

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Vision

by Lee Havis

> *"To have a vision of lthe cosmic plan, in which every form of life depends on directed movements which have effects beyond their conscious aim, is to understand the child's work and be able to guide it better."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind,**, *p. 147*

Dr. Montessori saw a great cosmic vision for humanity unfolding in the simple self-directed activity of young children — the emergence of man's true natural being in complete harmony with one's entire environment. She observed this *"normal"* being arise in children with such striking qualities as spontaneous self-discipline, independence, order and sentiments of kindness and cooperation towards others. This vision of true *"normality"* in children arises as a great light and lesson for all mankind.

A Light and a Lesson

> *". . . the child can give us a light and a lesson, a new vision and a solution for inextricable problems."*
>
> **Dr. Maria Montessori**
> *from* **Formation of Man,**, *p. 43*

The *"normalized"* child is the central focus and purpose in Dr. Montessori's great contribution to education — a lesson which lights the way towards the eventual resolution of the most complex and enrenched obstacles to man's progress in the world. Without this vision of true *"normality"*, education tends to revolve around a restrictive leaarning process which is essentially dependent on various forms of repressive adult control and teaching. Such traditional education is typically built around an underlying structure of external rewards and punishments.

Rewards and Punishment

> *". . . vision has been restricted to a concern for trivialities, for rewards and punishments."*
>
> **Dr. Maria Montessori**
> *from* **Discovery of the Child,**, *p. 15*

The rewards and punishment of ordinary education reflect a restricted outlook on children as essentially reactive beings devoid of any positive inner guidance. By contrast, Dr. Montessori found that children have their own inherent instincts for constructive self-development; i.e., inborn tendencies which constantly seek to express themselves through various forms of contact and interest in the surrounding environment. This visionary discovery of true *"normal"* being has been communicated in society through its association with the widespread idea of *"Montessori"*.

Widespread Ideas

> *". . . ideas lose strength in becoming widespread."*
>
> **Dr. Maria Montessori**
> *from* **From Childhood to Adolscence,**, *p. 34*

Over 80 years of *"Montessori"* has let to its widespread acceptance as a *"methodology"* with specified materials and teaching techniques — a popular idea that may have little real association with the original central vision of true "normal" being in children. Confused with other popular concepts and ideas in education, *"Montessori"* tends to express only a very limited portion of its power and purpose as a transforming *"new education"*. Separated from the original experience and focus on the *"normalized"* child, the practice of Montessori teaching tends to limit itself by the common human tendencies towards envy and competition.

Envy and Competition

> *"Envy and competition are signs of a restricted mental development. He who has a vision of a 'paradise' to be conquered easily renounces transitory and limited possesions."*
>
> **Dr. Maria Montessori**
> *from* **Formation of Man,**, *p. 49*

Envy and competition in Montessori emerges among the various institutions and groups in the field — a diversity of opinion which cannot be resolved by mere conformity with specified content of classroom materials or teacher certification. Only the visionary new *"normalized"* child can provide an adequate basis for true unity in the work of creating Dr. Montessori's *"new education"*. The practical work of creating this *"new education"* depends therefore primarily on the vision of the individual teacher or parent.

Vision of the Teacher

> *"The vision of the teacher should be at once precise like that of the scientist, and spiritual like that of the saint."*
>
> **Dr. Maria Montessori**
> *from* **Spontaneous Act in Ed.,**, *p. 137*

The teacher's vision of the *"normalized"* child leads naturally to action with chilldren in conformance with such fundamental laws of nature as: (1) *"Observation"*; (2) *"Individual Liberty"*; and (3) *"Preparation of the Environment"*. These three underlying Montessori principles imply direction for one's moment-to-moment judgment with children — but they cannot be followed like a precise, mechanical *"formula"*. True Montessori teaching reflects a very delicate, flexible approach to action with children which constantly allows children to develop their own lives through such means as a profound and exacting memory.

Memory

> *". . . the memory of the young child . . . was of a different nature from that of older children. It created a kind of vision in the mind and the child reproduced this clear and fixed vision with certainty."*
>
> **Dr. Maria Montessori**
> *from* **Formation of Man**, *p. 36*

The young child has an *"absorbent mind"* which memorizes in exact detail all the intricate aspects of its surrounding environment. In the Montessori *"normalizing"* environment, this visionary memory creates a basic form of mental order from which all later learning and intelligence ultimately develops. In the older child, the *"absorbent mind"* is replaced by a form of mental functioning which develops itself through an expansive, imaginative vision.

Imaginative Vision

> *"Imaginative vision is quite different from mere perception of an object, for it has no limits . . . we can go backwards through the epochs, and have the vision of the earth as it was . . ."*
>
> **Dr. Maria Montessori**
> *from* **To Ed. the Human Potential** *p. 15*

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Look for the
September Observer
featuring
Controlling the Adult Personality

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Lee Havis, Executive Director

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Moment of Peril

Spilling the Beans

from **Observer**, *March/1991*
by Lee Havis

Children who abuse materials as a group; e.g., spilling and throwing beans around the floor (***see* Observer**, *March, 1991*), are reflecting a detrimental influence of *"other children"* and *"physical objects"*. When this type of collective misbehavior seems to increase after the adult's intervention to caution *"care"* in the use of materials, the *"adult personality"* is also quite prominent as a *"detrimental influence"* .

The basic analysis of *"control the environment, not the child"* is to choose the most suitable element in the environment to *"control"* — and then proceed accordingly to remove its detrimental influence from around the *"hub"* child. Since the *"adult personality"* is always difficult and slow to remove as a detrimental influence in any case, we must ordinarily choose between *"control"* of either the *"other children"* or *"physical objects"*.

Control of *"other children"* is often difficult in a situation of collective misbehavior as evident here because the *"hub"* child is not readily apparent. In addition, the children involved in the disorder may have evolved a very entrenched form of mutual dependency and imitation. Control of the *"physical objects"* is therefore often the best place to begin to apply the approach of *"control the environment, not the child"*.

To control little tiny *"beans"* that are being scattered around the floor cannot be accomplished directly. So, the best that one may be able to do in this situation is to put a firm hand over the bean container to assure that no further beans will be taken out. Once there are no further beans to throw from the container, the adult may then offer some verbal guidance for positive constructive activity; i.e., to help *"control"* the detrimental influence of *"other children"*. The teacher may say, for example, *"let's get the beans picked up off the floor . . . would you pick up those over there and bring them here please so we can put them back in the container?"*

As the adult remains calm, firm and patient in this process, the misbehaving children will eventually give up their interest in throwing beans, and return to more goal-directed activity elsewhere in the environment.

Returning Materials

The children take out materials and do not put them away. Although the teacher has consistently ordered the materials neatly on the shelves each morning, the children seem oblivious and uncaring about this order. The teacher's example and encouraging lessons to the children to *"put away"* materials before going on to something else is generally ineffective, as the disorder and abusive disregard of materials continues and even seems to increase day after day. What to do?

Answer in **Observer,** *September, 1991*

Vision

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The child over six is normally able to see well beyond the superficial form of objects — to envision their expansive purpose and far-reaching relationships in the universe. Such an imaginative vision enables the child to organize a vast quantity of knowledge which extends from the long-distant past into the yet unknown future. From the simple facts of children working freely in her *"normalizing"* environment, Dr. Montessori evolved a vast and far-reaching vision of the future.

Vision of the Future

> *"My vision of the future is . . . of individuals passing from one stage of independence to a higher . . . which constitutes the inner evolution of the individual."*
>
> **Dr. Maria Montessori**
> *from* **From Child to Adolescence,** *intro.*

Dr. Montessori envisioned her *"new education"* in the future as gradually expanding one's capacity for independent functioning — from early infancy to adulthood. Montessori teaching therefore provides children of all ages with a constant challenge and opportunity for self-help in their own individual growth and learning process with others. Beginning with the young child's *"normalization"* experience of deep concentration on some physical object, independence develops thereafter through many forms of self-motivated conquest of the infinite.

Conquest of the Infinite

> *". . . the man predestined to undertake the conquest of the infinite . . . Such is the vision that we see in the real facts of today."*
>
> **Dr. Maria Montessori**
> *from* **Peace and Education,** *p. 29*

Montessori teaching enables children to gradually conquer the infinite number of obstacles and barriers that otherwise deter one's normal functioning in the world. The new *"normalized"* child provides a constant central focus and reference point with which to measure the success of one's actions and efforts with children. From this great vision of true *"normal"* being arises a *"new man"* in the world to overcome the otherwise massively insoluble problems of modern civilization.

A New Man

> *". . . a new man . . . will have the clarity of vision to direct and shape the future of humanity."*
>
> **Dr. Maria Montessori**
> *from* **Ed. for a New World,***p. 3*

Since 1907, Dr. Montessori's discovery of the *"normalized"* child has offered a direction and focus for one's purposeful action on

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The Power Struggle

. . . An Analysis

by Lee Havis

> *"A deviated child . . . realizes that his own power will be great if he can act through an adult. He begins to exploit the adult so that he can obtain far more than he ever could through his own unaided efforts . . . there comes at last a clash and violent struggle."*
>
> **Dr. Maria Montessori**
> *from* **Secret of Childhood,**, *p. 165-66*

The *"power struggle"* scenario with children arises primarily as a matter of undue dependency on the adult presence — a detrimental influence of the *"adult personality"* in which the child is reacting to the adult's presence, rather than according to its normal needs and interests in the environment. In such a *"moment of peril"*, the adult generally feels great tension and a frantic, impatient need for some immediate resolution to the child's disobedience or defiance of adult direction. Feeling confused, tense, frustrated and discouraged, the adult tends to automatically react at such times to an inner *"need to control"* which usually has the effect of escalating the child's defiant misbehavior even further in length and intensity.

Since the *"power struggle"* scenario is set in motion or *"triggered"* at the unconscious level of needs, feelings and beliefs within the adult, its prevention before the fact of its existence is almost impossible. Effective control and resolution of the *"power struggle"* must therefore concern itself primarily with an analysis of its *"disengagement"* — to correct one's reactive involvement with the child as soon as it is noticed.

The *"power struggle"* drama may first arise as awareness of some negative reaction to the adult's presence; e.g., the child moving away to avoid the adult presence; unfriendly physical contact; physical dispute over some physical object; excessive negative commentary about a child's misbehavior; the child's apparent inability to perform some simple activity. *"Power struggles"* may also be noticed as a certain disconnection of the adult from the child's immediate interests or an undue attention to some past misbehavior or fear of further misbehavior in the future.

Once a *"power struggle"* scenario is noticed as being *"triggered"*, its disengagement requires primarily a careful "observation" of the child — to generally cease one's physical activity and talking around the child, while listening and watching the child for signals of resolution or communication. After a brief pause or once the child finally ceases its particular reactive misbehavior, the adult may then distract the child away from the problem situation by offering some positive opportunity to work in the environment. (In this way, any *"negative"* communication arising in the *"power struggle"* scenario may be neutralized or reduced by the *"positive"* result of the child's new interest and respectful association with the environment). Disorder that may have resulted from the *"power struggle"* situation may eventually be resolved later on by the

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Controlling Physical Objects

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door to assure that this *"physical object"* is effectively controlled at all critical times during the day.

Physical objects which may be used as potential *"weapons"* against other children likewise pose a *"physical safety"* issue. If verbal direction to return the materials to their proper place is not effective, the teacher may need to control the object by placing a firm hand hold on the object itself. (However, this *"holding"* is only momentary to draw the child's attention to the potential danger involved. If children show a tendency to repeat this dangerous behavior, the object at issue may be entirely removed from the environment until such time as the children become more calm and orderly)

With *"fantasy"*, physical objects are used in a manner which is inconsistent with their connection with reality. Objects which are not returned to their place after use is a common problem of *"order"* which at times requires the careful attention and intervention of the teacher. If children refuse to return physical objects to their proper place after use, the adult may offer a lesson for this purpose. If children still show by their actions a general disregard for *"left out"* materials, the objects in question may be entirely removed from the environment. With fewer *"physical objects"* to care for, children will gradually acquire a greater sense of order and respect for what is provided.

Adults who routinely *"put away"* materials for children during the day create a type of order in the physical environment which unduly depends on the *"adult personality"* — and children become insensitive to their own actions and response to the *"physical objects"*. However, children acquire this *"order"* as a gradual process wherein issues of *"disorder"* must not be taken by the teacher with undue or excessive concern for immediate resolution. *"Physical objects"* which are left out at the end of the day when the children have gone may be returned to their proper place in the environment by the teacher at this time, so that the next day begins with a definite, clear impression of the environment's basic external order.

New programs and those that are enrolling new children at various times during the year must be especially prepared to control the amount and type of *"physical objects"* in accordance with the changing composition and response of the group. Sometimes, a radical reduction of the amount of physical objects is necessary during the year as disorderly new children unsettle whatever order may have been established before.

Very young children, before they have been introduced to the proper use and general order of the physical objects, present a special problem of *"physical safety"*; i.e., the tendency to place small objects in their mouth or nose. If direct verbal warning and immediate physical control of the misused objects is ineffective in these situations, then the objects must be removed from the environment until the new children have acquired a higher degree of attention and contact with reality.

Vision

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behalf of a new humanity. A *"new man"* arises from this Montessori teaching with far greater maturity, freedom and independence that is otherwise possible within the restrictive outlook of conventional schooling. The beginning of this purpose of creating the *"new education"* is one's conformance with the three fundamental Montessori principles — a committed way of being which promises to ultimately reveal to the world the truth of Dr. Montessori's great vision of the new *"normalized"* child.

Power Struggle

Cont'd. from Page 3, Col. 3

child itself or other children — when the various feelings of frustration and disharmony are less intense in the adult-child relationship.

"Power struggles" with children tend to become less intense and frequent as they are noticed and resolved at the earliest possible point. To "disengage" may require only a brief moment to pause and reflect on what the child is doing — to gain a clearer outlook and perspective for any further communication that may be necessary thereafter. The adult will then gradually feel a new confidence, joy and harmony from this more patient *"disengaged"* presence — to allow children to follow their own independent path of normal functioning in the environment.

George Stevens

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At present, Dr. Stevens is active as an educational consultant with government and business organizations. He is presently working with the Federal Deposit Insurance Corporation, as psychologist; the General Accounting Office, as a writing consultant; and the Naval Intelligence Center, as a reading and learning instructor.

The Society is proud to include Dr. Stevens on its Review Committee to have the benefit of his broad experience and counsel in the accreditation process for its Montessori teacher education.

Positions & Placements

Montessori Teacher: to teach English as a second language for 1991 school-term. B.A. in education, one to two years experience, fully bilingual (English/Spanish). Send resume to: Sra. Amaro Rivera, Directora, Escuela Montessori de Humacao, Calle Font Martelo #125, P.O. Box 117, Humacao, PR 00661

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The Montessori

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Controlling the Adult Personality

Child working in Claire's House Montessori – Edinburg, Texas

Montessori in Edinburg, Texas

Claire's House Montessori, was established in Edinburg, Texas by **Claire Van der Put** in a renovated warehouse in 1980. In 1985, this Montessori school was relocated to its present site on the ground floor of a two-story house. The second floor serves as the Van der Put residence.

Claire's House provides a full-day and half-day program for children aged 1-6. The school features a homestyle environment with facilities for swimming nearby when weather permits.

Since 1987, Claire has been quite active in support of the Society's work on behalf of the emergence of the *"new education"* in the world. In 1988, she was instrumental in organizing local support for the Society's *"creating the new education"* conference, held in Harlingen, Texas at that time. Many of her staff and parents attended this two-day weekend conference. She has attended several other Society conferences elsewhere, and plans to attend the South Carolina conference in October, 1991 with one of her staff, **Gracie Coberetti**, who is also enrolled in the Society's teacher education program.

As administrator and classroom teacher, Claire has indicated a considerable expansion of her abilities and skill since she first began working with children. She states that "I have come a long way to where I am not controlling, but rather listening more to the children. Communication with children is now more as equals, like friends". Claire indicates her strong belief in every child and that with respect, time and patience, all children can blossom.

For further information, contact: Claire Van der Put, *Claire's House Montessori*, Rt. 4, Box 823, Edinburg, TX 78539, Tel. (512) 381-1297.

Verbal Communication
. . . Finding your Voice

> *"the teacher . . . must call a child's name before he can answer . . . Calm, firm and patient, her voice reaches their hearts in praise or exhortation."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 268-69*

Before *"normalization"*, the teacher's verbal communication with children is employed primarily to interrupt various patterns of misbehavior and to help guide the child towards basic contact with reality. Thereafter, verbal communication continues to provide lessons in *"grace and courtesy"* among the children, and to explain the proper use of equipment.

Cont'd. on Page 4, Col. 1

Society Conference in Columbia, South Carolina

The Society's next *"Creating the New Education"* conference is scheduled for Columbia, South Carolina on the weekend of October 5-6, 1991. South Carolina has hosted prior successful Society conferences on a regular basis for the past several years, with attendance of about 30-40 persons on each occasion. Since 1986, the conference has been conducted over thirty (30) times in many different locations with the same essential purpose *" to expand awareness and practical application of Montessori principles"*.

Lee Havis, the Societies executive director, will be present to guide the conference discussion and analysis of various practical problems that arise in the Montessori approach of *"controlling the environment, not the child"*. As before, the discussion format of the conference will allow for a maximum of interaction among the participants – with particular attention to the immediate, practical problems of communication and misbehavior which arise in the many everyday circumstances in Montessori schools and at home with parents, teachers and children.

Havis states that "I hope the October, 1991 conference will help clarify and communicate some important new awareness and useful knowledge about Montessori teaching which has emerged from our various experiences with children during this past year. While the basic communication of *"commitment to Montessori principles"* remains consistent in its ultimate nature and purpose, this communication has certainly expanded considerably from the time of the last conference in August, 1990."

The conference fee (*regular*, $200; *members*, $160) is due and payable by September 21, 1991 – and includes all written study materials, refreshments and lunch on both days. The Society will provide information about sleeping room reservations at the hotel where the conference is being held; however, specific arrangements and costs are the responsibility of each participant.

For every three registrations submitted at the regular rate from the same school, a fourth person may attend at no extra charge. Registrations submitted after September 21, 1991 are subject to a late fee of $50. To register, submit the proper payment to: International Montessori Society, 912 Thayer Ave., Silver Spring, MD 20910.

Controlling the Adult Personality

by Lee Havis

> *". . . adults are also a part of a child's environment . . . they should not be an obstacle to a child's independent activities, nor should they carry out for him those activities by means of which a child reaches maturity."*
>
> **Dr. Maria Montessori**
> *from* **Secret of Childhood,**, *p. 110*

Montessori teaching must effectively control *all* elements in the child's environment, including particularly the *"adult personality"*; i.e., the adult's thought patterns, values, reactive tendencies, feelings, attitudes, beliefs, etc. If the Montessori approach of *"controlling the environment, not the child"* is limited only to *"physical objects"* and *"other children"*, the child will not emerge as fully "normalized" with such extraordinary qualities as spontaneous self-discipline, independence, love of order and complete harmony with others. However, controlling the *"adult personality"* is usually quite difficult in practice because of its complex, intangible nature within oneself -- a default *"being"* of unquestioned, stable reality which tends to generate a constant flow of unknown errors with children.

Unknown Error

> *"The adult must find within himself the still unknown error that prevents him from seeing the child as he is. If such a preparation is not made . . . he can go no further."*
>
> **Dr. Maria Montessori**
> *from* **Secret of Childhood,**, *p. 15*

The *"adult personality"* is detrimental in the child's environment whenever unknown inner errors or repressive thought patterns, feelings or prejudices emerge in outward action as various forms of harsh punishment, neglect or abandonment. The child thereby tends to emerge in conformance with one's prejudicial expectations; i.e., disorderly, fanciful, unstable, dependent and lacking in self-discipline. To control this detrimental adult presence, Montessori teaching requires a very delicate and constant inner control of error.

Control of Error

> *". . . We come to a scientific principle which is also a path to perfection. We call it 'control of error' . . . If this principle is realized . . . then it does not matter whether teachers and mothers are perfect or not."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind,**, *p. 248*

Montessori teachers may find a useful inner *"control of error"* for their actions with children by constant reference to three fundamental principles of nature; i.e., (1) *"observation"*; (2) *"individual liberty"*; and (3) *"preparation of the environment"*. These three Montessori principles help to return one's thoughts towards the *"child"* as an *"unknown entity"* -- as distinguished from the child's superficial personality associated with one's own various limited and prejudicial expectations. Being as a *"commitment to Montessori principles"*, the Montessori teacher views one's *"personality"* as a separate objective element in the child's environment to control -- to serve the child's spirit as a good valet would serve one's master.

Good Valet

> *". . . the teacher can find a very good model for her behavior in the way a good valet looks after his master . . . The master whom the teacher serves is the child's spirit."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind,**, *p. 281*

As a *"good valet"* to the child's spirit, the Montessori teacher must restrain the ordinary impulses and reactive tendencies of *"personality"* -- to intervene or withdraw instead only according to the needs of the child's spirit. Such a humble and patient function must therefore constantly act to support the child's own interests for independence and self-directed activity. Even in the face of severe provocation and misbehavior, the *"good valet"* appears as gentle and graceful as possible.

Gentle and Graceful

> *"The teacher's appearance is the first step in gaining the child's confidence and respect. The teacher should study her own movements, to make them as gentle and graceful as possible"*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind,**, *p. 277*

The adult's gentle and graceful presence is an important starting point for a comfortable and respectful relationship with children. Calm, firm and patient, the Montessori teacher may determine one's priority for action according to the general *"rule of thumb"* guidelines of: (1) physical safety of children; (2) abuse of materials; and (3) fantasy. In each *"moment of peril"* with children, the teacher may apply the *"priority action"* rule of thumb to reflect a bright manner of *"personality"* expression to encourage contact with reality and constructive involvement with the various materials provided in the environment.

Bright Manner

> *"The teacher needs to be seductive . . . a bright manner in suggesting activities is the chief necessity."*
>
> **Dr. Maria Montessori**
> *from* **Ed. for a New World,**, *p. 87-88*

Montessori teachers use their *"personality"* as a tool to call the child's attention to various choices of activity in the environment -- to brightly entice children towards the opportunities of real-life activity. Such a bright manner may well begin with a friendly interruption in the child's disorderly behavior by calling the child's name, asking *"what are you doing?"* or otherwise showing some positive interest in the child's situation or activity; e.g., *"I see that you are really want . . ."* In each case, the teacher's own judgment to explain some situation or encourage the child in some way may follow the general guidance of the *"priority action"* rule of thumb with respect to the well-being of the total group.

Judgment of the Teacher

> *"The details must be left to the judgment of the teacher . . . It is for her to judge whether it is better for her to raise her voice amid the general hubbub, or to whisper to a few children."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind,**, *p. 268*

Once the teacher has determined that the total well-being of the group requires some

Cont'd. on Page 3, Col. 2

Look for the
November Observer
featuring
Child's Personality

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Lee Havis, Executive Director

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Moment of Peril

Returning Materials

from Observer, May 1991
by Lee Havis

> *". . . the teacher, if need be, can, and indeed must, intervene so that the child puts the material back in place and everything is left in perfect order."*
>
> **Dr. Maria Montessori**
> *from* **Discovery of the Child,**, *p. 155*

The Montessori teacher must assure that children *"put away"* materials which they use from the shelf – to assure an order of the *"physical objects"* in a manner consistent with the principle *"preparation of the environment"*. When children do not *"put away"* materials on their own (**see Observer**. *May/1991)*, there is some detrimental influence indicated at cause in the environment; i.e., *"adult personality"*, *"other children"* and/or *"physical objects"*.

In the present scenario, the excessive quantity of *"physical objects"* appears to represent a primary detrimental influence and obstacle to the resolution of this *"moment of peril"*. To control this element of the environment, it may be necessary and advisable to remove all but a few of the various objects in the environment. This control of *"physical objects"* will help to alleviate some of the teacher's stress and distraction to the materials as she works through the process of controlling the *"adult personality"* and *"other children"* which are also implicated as detrimental in the environment here.

With many children involved in the general disorder, the teacher may have difficulty identifying the *"other children"* as distinguished from the *"hub"* child (the central misbehaving child) which is considered for purposes of analysis here as an *"unknown entity"*. As a general guide, where there is *"eye contact"* with disorderly children, this generally indicates their being *"other children"* who may be properly directed to *"pick up"* objects left out by themselves and others. Such *"other children"* may also be receptive to the teacher's lesson presentations; i.e., the teacher picks up and returns materials as an example to show those children who are watching and interested.

To control the *"adult personality"*, the teacher must communicate with the *"hub"* child (the central misbehaving child) with great care and concern for her authoritative responsibility for objects in the environment. When the teacher pursues this direct communication with the *"hub"*, the following rule of thumb for priority action may be helpful general guidance: (1) eye contact; (2) verbal communication; and (3) physical contact. *"Eye contact"* and *"verbal communication"* lessons must be offered with patience and firmness – to allow the child to respond on its own without undue reaction or pressure from the adult

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Controlling The Adult Personality

Cont'd. from Page 2, Col. 3

form of specific adult intervention, a general *"intervention"* rule of thumb action may be followed: (1) eye contact; (2) verbal communication; and (3) physical contact. Following this *"intervention"* rule of thumb, the Montessori teacher would seek *"eye contact"* as the most favored intervention action to resolve the disorder. Thereafter, *"verbal communication"* and finally some form of *"physical contact"* may be employed to pursue a firm and continuing process of increasing disruption to stop the misbehavior and return the child's attention to present-moment reality. The teacher's judgment is most often exercised in this manner to communicate the basic order of *"physical objects"* in the environment.

Order

> *". . . the teacher, if need be, can, and indeed must, intervene so that the child puts the material back in place and everything is left in perfect order."*
>
> **Dr. Maria Montessori**
> *from* **Discovery of the Child,**, *p. 155*

The *"adult personality"* must be particularly active where children are abusive to the physical objects -- to show the basic order and placement of materials when not in use. The *"intervention"* rule of thumb guides the teacher in offering firm verbal direction or physical contact with the child or materials to assure a proper respect for *"preparation of the environment"*. If *"eye contact"* or *"verbal communication"* is ignored by a misbehaving child, the teacher must then be prepared to employ the final means of "physical contact", such as by extending a firm hand to the misbehaving child.

Extending a Hand

> *". . . the child who, having lost control of himself momentarily, needs a strong support to which he can cling . . . the work of assistance at such a time means extending a strong and friendly hand towards one who is weak."*
>
> **Dr. Maria Montessori**
> *from* **Discovery of the Child,**, *p. 153-54*

The *"adult personality"* is most actively present in situations which require a *"physical contact"* between the adult and child; e.g., holding the child's hand or an object in the child's hand for a brief instant to get the child's attention and indicate some positive direction of movement or activity. By extending one's hand in this manner, the Montessori teacher conveys a strong contact with reality which may not be otherwise possible with the more passive means of *"eye contact"* or *"verbal communication"*. As children become interested in their own self-directed activities, the Montessori teacher may then become gradually less visible and intrusive by effacing one's personality.

Effacing Personality

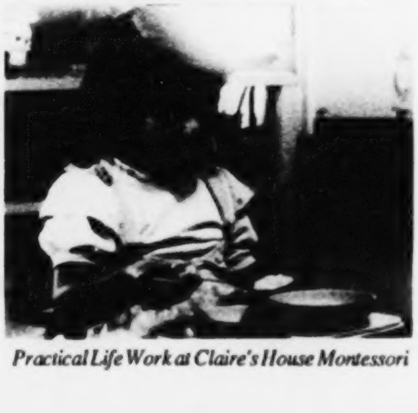
> *"The teacher must be quiet and passive, waiting patiently and almost withdrawing herself from the scene, so as to efface her own personality and thus allow plenty of room for the child's spirit to expand."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind,**, *p. 263*

As calmness and basic order emerge in children, the adult's presence becomes more passive to the point of completely stationary observation – effacing one's personality to allow the children to become deeply absorbed in their own self-directed activities. During this period of *"calmness"* (which many teachers may erroneously judge to be *" normalized"* behavior), children are still lacking in deep concentration and therefore require constant observation. The *"adult personality"* at this time is expressed through such activity as visual scanning, eye contact and occasional individual instruction in the use of materials -- ever mindful to restrain the tendency towards uninvited intervention under the guise of *"encouragement"* or *"teaching"*. With the emergence of deep, sustained concentration on some object of interest, the child becomes *"normalized"* and fully independent in activity -- revealing the ultimate success of true Montessori teaching.

Success

> *"What is the greatest sign of success for a teacher? . . . It is to be able to say 'The children are now working as if I did not exist.'"*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind,**, *p. 283*

Success in Montessori teaching is most effectively measured by the extent to which the children function independently with materials and each other – without the constant need for the adult's attention and intervention. In such a *"normalized"* classroom, the children do not even look up for occasional *"eye contact"* with the adult – so that the *"adult personality"* is effectively *"non-existent"*. To stand and watch the *"normalized"* child express itself in perfect harmony with the environment is therefore an ultimate act and result of effectively controlling the *"adult personality"*.



Practical Life Work at Claire's House Montessori

September, 1991
Vol. XII, No. 3

Controlling the Adult Personality

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Verbal Communication

Cont'd. from Page 1, Col. 2

To distract a child from misbehavior, disorderly activity and fantasy, the general approach is to call the child's name, obtain *"eye contact"*, and then offer some friendly suggestion or question; i.e., *"What are you doing?"*; *"I see that you want to . . ."*; *"Have you finished your work?"*; *"What would you like to do?"*, etc. Sometimes, a simple, clear verbal direction is most effective; i.e., *"Please put the chair under the table"*; *"Please put this away now and let's see what else you would like to do"*. (However, there is a tendency to react against being told what to do.)

Positive, encouraging words directed to the child's immediate interests are most constructive with misbehaving children -- much more effective than such negative direction as *"Don't do that"*. Even if some *"negative"* language is necessary, this can be followed up immediately with a positive suggestion or direction. The misbehaving child will often accept the new idea for activity in view of its relative short attention span and limited interest in the distracting negative behavior.

Firmness in giving verbal direction is particularly important when there is serious threat of physical harm to children or the materials. If there is no *"eye contact"* when the child's name is called, verbal communication may nonetheless proceed anyway. Repetition of the child's name, giving direction or even some form of physical contact will eventually gain the child's attention as confirmed through some positive indication such as *"eye contact"*, affirmative corrective action or direct response by the child itself. Patience in this process implies that one's direction may not *"immediately"* result in the anticipated affirmative action by the child. Therefore, the teacher must be prepared to wait and withdraw after giving some suggestion or direction -- or perhaps to repeat or re-phrase the communication as often as may be necessary for a satisfactory conclusion to the matter.

The tendency to *"give up"* in verbal communication with children reflects how the *"adult personality"* may be most detrimental in the environment. When firmness in verbal communication is most vitally necessary, the teacher may find no voice to communicate the necessary support and encouragement to the child. This *"give up"* tendency in one's personality may then result in some eventual harsh, punitive action or neglectful total abandonment. To resolve this inner repression of verbal expression, the adult must experience one's own pain, confusion and emotional distress from early childhood in this area -- to *"find one's voice"* with children in the present *"moment of peril"*.

Effective verbal communication with children is a natural, spontaneous expression – simple, brief and direct – to offer reality in the present moment. In this way, commenting on the child's interest, giving *"reasons"* for one's directions, offering friendly suggestions or asking pertinent questions are intimately responsive and interactive with *"eye contact"* and listening to the verbal responses of children. This verbal communication will eventually result in the child's attention, understanding and cooperation for the well-being and harmony of all.

Food Prepartion at Claire's House Montessori

Moment of Peril

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presence. To exercise the last resort of *"physical contact"* with the child, the adult may take the child's hand to bring attention to her presence and to offer the necessary guidance to *"put away"* materials in a cooperative and friendly manner with the adult.

In time, the use of any *"physical contact"* with the child to *"put away"* materials may be replaced with the less intrusive means of *"eye contact"* and *"verbal communication"* -- to encourage the child's inherent sense of order in a positive and supportive manner. *"Putting away"* materials will then gradually become an integral part of the child's own routine practice in using the materials.

Out of Communication

Judy is a new three year old child in the environment who seems to ignore or totally avoid the teacher's presence. Constantly in fantasy and distracted to imitate all the destructive and disorderly actions of other children, Judy refuses to respond to the teacher's efforts at verbal directions and friendly conversation and questions. With almost no *"eye contact"* or verbal interaction with the teacher, Judy is effectively out of communication with reality – a danger to her own physical safety and a threat to the well-being of the other children and to the overall program operation itself. What to do?

Answer in **Observer,** *November, 1991*

Marketplace

Wanted: Used Montessori Materials. Send list of items with price to: Kathleen Anderson, 513 Avenue F, Billings, MT 59102 or call (406) 259-7961

November, 1991

Vol. XII, No. 4

IMS

The Montessori

OBSERVER

Child's Personality

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Naptime

"... in the case of little children ... a long day should be interrupted by at least an hour's rest in bed.'"

Dr. Maria Montessori
from **Montessori Method,**, *p. 120*

Montessori schools which provide care for children throughout an entire day must necessarily assure some opportunity for quiet rest -- a naptime which is sometimes even required by government day care regulations for children aged 2-6. The practical problem of offering this naptime according to Montessori principles is that it not be arbitrarily or harshly imposed in opposition to the children's individual normal needs and interests.

Complete individualized sleeping opportunity for children during the entire day might well interfere with the well-being of the total group -- to interrupt the daily schedule of necessary school routines and late afternoon pick-up by parents. Therefore, a mid-day group naptime period, right after lunch, may be the most suitable time to assure that all children

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Reflections...

by ***Connie Miles***
(Grayson, Georgia)

Connie is reflecting here on her experience with her young son after attending the Society's "Creating the New Education" conference held in Columbia, South Carolina on October 5-6, 1991.

Excess Baggage

I'm having to work really, really hard on the *"excess baggage"* from my past issue. Awareness is the first step and boy, am I becoming *"aware"* of it in my life. I do, however, have a positive baggage experience. This week I was taking my oldest son to his orthodontist appointment. Jacob (younger son), who is just starting to show signs of having motion sickness was with us. We were in my car that I have kept like brand new for five years . . . I've suffered with extreme motion sickness all my life and I have a lot of painful memories of Daddy pacing outside his new car while my mother cleaned up from my sickness. I always thought my father loved my sister

Cont'd. on Page 4, Col. 2

Proceedings of the Society's "Creating the New Education" conference in Columbia, South Carlina (October 5-6, 1991)

Montessori Conference in Columbia, South Carolina

....October 5-6, 1991

On October 5-6, 1991, the Society conducted its latest *"creating the new education"* conference in Columbia, South Carolina. Attending were teachers, school owners, parents and other interested persons from South Carolina, Georgia, New York, Texas and Kentucky.

Since 1986, over 30 such conferences have been held in various locations to expand awareness and practical application of Montessori principles. As before, **Lee Havis** served as discussion leader to consider and resolve various issues in Montessori teaching; e.g., how to resolve specific misbehavior situations by following the approach of *"control the environment, not the child"*.

The Columbia conference discussion focussed especially on verbal communication and eye contact with children as the primary means to work through various misbehavior scenarios. Havis emphasized that in the "moment of peril", the adult must carefully restrain the use of negative, judgemental language which otherwise tends to automatically emerge. He stated that "effective verbal communication must be limited and primarily focussed on helping the child to connect with its present-moment interests for constructive activity."

Toni Hammond, school owner attending from Roswell, Georgia, pointed out during the conference discussion that social issues in the education of children may be more important than "materials" in today's cultural setting. She also indicated that *"misbehavior"* is better seen as *"communication"* – so that one is attentive to underlying feelings which must be recognized and validated as often as possible.

Lee Havis summarized the *"creating the new education"* conference as "an important means for renewal, encouragement and support for persons who are working to really apply Montessori principles in their various regular daily experiences. Without this type of penetrating group discussion and inner examination, many hidden limitations in society tend to restrict the visionary possibility for one's own effective individual Montessori teaching."

To help the Society schedule further *"creating the new education"* conferences, contact the Society to indicate interest as to preferred date and location: International Montessori Society, 912 Thayer Ave., Silver Spring, MD 20910, Tel. (301) 589-1127.

Child's Personality

by Lee Havis

> *"An adult . . . even though he may be convinced that he is filled with zeal, love and a spirit of sacrifice on behalf of his child . . . unconsciously suppresses the development of the child's own personality."*
>
> **Dr. Maria Montessori**
> *from* **Secret of Childhood**, *p. 16*

Even the most well-meaning of parents and teachers can substantially deter the child's own normal development of personality. When adults neglect, abandon or otherwise repress such development, they unconsciously reflect their own deeply entrenched negative habits of thought and prejudicial beliefs in the child. The child's ordinary way of being then becomes distorted and warped according to the adverse external conditions presented to the young child during its most critical formative period of life.

Adverse Conditions

> *". . . ailments and distortions, defects and shortcomings . . . have all been produced in the personality by conditions adverse to its normal and healthy development."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 198*

Adverse conditions in the young child's environment result in habituated patterns of disorder, inattention, discouragement, attachment to fantasy and lack of self-discipline — an abnormal way of being which can become quite firmly fixed and identified with the child itself. Teachers and parents unconsciously reinforce these various abnormal development tendencies during infancy according to their prejudices about children as being essentially weak, dependent and disorderly. The child's efforts to develop a stable, independent way of being then becomes hidden and distorted by many subtle forms of camouflage.

Camouflage

> *". . . camouflages conceal the true soul of the child. The whims, struggles and deformations hide his efforts to realize himself, and prevent his from revealing his true personality."*
>
> **Dr. Maria Montessori**
> *from* **Secret of Childhood**, *p. 109*

Natural instincts for order and harmony in the child are usually hidden by an external drama of *"acting out"* various internal barriers to normal self-expression. This defensive camouflage hides the child's underlying efforts for normal development, and the adult is faced with the child's external pattern of generalized fear and mistrust of the environment. A distorted superficial personality is usually all that appears active in children when they first enter the *"normalizing"* surroundings of a Montessori school classroom.

Superficial Personality

> *". . . the child of three, when he first comes to school, is a fighter on the verge of being vanquished . . . All that remains active is a superficial personality which exhausts itself in clumsy movements, vague ideas, and the effort to resist or avoid adult constraint."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 264*

The young child's superficial personality represents an elaborate defensive system against the various adverse conditions which are imposed by the ordinary repressive *"teaching"* of adults. In the Montessori *"normalizing"* environment, the adult helps children to teach themselves – to *"normalize"* so that their true inner nature of harmony, joy, self-discipline and order will fully emerge. Even if early abuse has built up very many obstacles to constructive activity in the environment, the young child still has a considerable capacity to correct the deficiencies which result from prior abuse and neglect.

Correcting Deficiencies

> *". . . in infancy . . . there is still the chance of correcting such deficiencies of the personality as have been produced by obstacles encountered in the first three years . . ."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind** *p. 181-82*

Montessori education helps the child in correcting its prior deficiencies of environmental experience through the process and event of *"normalization"* – to harmonize with the environment by concentration on some object of interest. The Montessori teacher creates such a *"normalizing"* environment by her commitment to the fundamental natural laws of (1) Observation, (2) Individual Liberty and (3) Preparation of the Environment. These three basic Montessori Principles guide the adult in helping children to regain their own natural plan for personality construction

Plan for Construction

> *". . . nature lays down a plan for the construction both of personality and social life, and this plan becomes realised only through the children's activities when they are placed in circumstances favorable to its fulfillment."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 233*

The child's true personality unfolds according to its own individual plan for construction – a plan which is built into the child at the moment of conception. The child's external behavior reflects this plan by individual work and cooperative formation which arises in a different way with each child – a process of external activity guided by one's own unique attractions.

Inborn Attractions

> *". . . we all have inborn attractions which cause us to grow and to develop, in accordance with that nature which is one's own alone."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 182*

Each personality follows a process of formation consistent with its own special interests and needs for interaction with the environment. Each child is attracted from within itself to find a harmony with external stimuli and opportunities to explore and experiment with orderly physical objects and other children. The adult learns how best to support this natural self-development process by closely observing the child's external behavior.

Child's Behavior

> *"The child's way of doing things has . . . shown us how impossible it is to guide him by a priori principles, because he is an unknown quantity. Only the child himself can teach us to know him, and that by his behavior.."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 179-80*

The child as an *"unknown entity"* cannot be observed directly, but must be perceived im-

Cont'd. on Page 3, Col. 2

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Moment of Peril

Out of Communication

from ***Observer****, September, 1991*

by Lee Havis

A child who is *"out of communication"* with the supervising teacher ***(see Observer,*** *September/1991)* is likewise dangerously out of contact with reality and constructive opportunities for its own self-directed learning in the environment. Since the teacher's efforts at verbal communication and *"eye contact"* have been largely ignored in the present situation, a more active form of intervention to gain the child's attention may be necessary.

The approach of *"control the environment, not the child"* here may require some very active direct control of *"physical objects"* – to hold some object being mistreated by the child to return the child's attention to constructive goal-directed activity. The teacher may also firmly take the child's hand in a friendly, supportive manner to lead the child to some object of special interest.

If the child refuses to be led to the new object of interest, the teacher may engage the child in verbal communication centered around the question: *"What work would you like to do?"*. (If the child answers *"nothing"*, further interaction and persistent inquiry is indicated)

Controlling the *"adult personality"* in this manner — to approach or withdraw from the child – is the primary means of applying Montessori principles in this *"moment of peril"*. Such *"control"* offers *"individual liberty"* by giving the child some opportunity for positive contact with reality – to resolve the dangerous condition of children who are otherwise completely *"out of communication"*.

Child's Personality

Cont'd. from Page 2, Col. 3

perfectly and gradually discovered through indications given by its various external behaviors. Montessori teachers apply the principle of *"observation"* to become more and more aware of the child's particular needs and interests – to judge when and how best to withdraw or approach the child in each new situation. However many faults and weaknesses an adult may have in this way of Montessori teaching, such limitations need not unduly harm the child's opportunity for true normal self-expression.

Faults and Weaknesses

> *"A good teacher does not have to be entirely free from faults and weaknesses. In fact, one who is constantly seeking to perfect his own interior life may not notice the various defects that prevent him from understanding a child."*
>
> **Dr. Maria Montessori**
> *from* **Secret of Childhood,** *p. 149*

When the adult *"personality"* imposes itself as a detrimental influence in the child's environment, Montessori teachers must control its expression by becoming aware of one's pertinent faults and weaknesses. Such *"awareness"* is a way of detached observation of one's own personality which provides a vital support to the child's own inner guidance towards *"normalization"*. Through purposeful self-directed work with other children in the group, the child thereby becomes *"normalized"*.

Work in a Group

> *". . . the formation of the personality . . . is brought about by work and living in a group."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind,** *p. 236*

The Montessori *"normalizing"* environment provides many opportunities for the child to work both individually and with others in a group – to pursue is own path of personality formation in harmony with the surrounding circumstances. In a social setting of mixed ages and freedom of choice, the child is able to ex-

Cont'd. on Page 4, Col. 1

LETTERS TO IMS

November 13, 1991

Dear Lee,

Thank you once again fro a great and insightful conference (Columbia, South Carolina, October 5-6, 1991). . . My understanding of the Montessori principles increased both during and after the conference . . . I feel I am very conscious of applying the three principles we learned in the classroom . . . The conference was a miniature version of the real world, many different interpretations mostly based on the preconceived notions of the role of the adult. My feeling – Montessori cannot be applied without total dedication to the facts of reality. . . Thanks again for the conference. You were the perfect director.

Sincerely ,

Mary Carmen Roldan
Taylors, South Carolina

November 5, 1991

Dear Lee,

Thank you so much for the encouragement and knowledge you have given me both during the conference (Columbia, South Carolina, October 5-6, 1991) and in the note you sent . . . if I cannot do great things, I want to do small things in a great way . . . I set up an area in my classroom with Montessori materials . . . We're now exposing some of my daycare children to the "special class". . I can't wait until my whole classroom can be Montessori . . . I have such a long, long way to go but I'm working on it day by day. Thank you for your support . . . I really look forward to the next conference . . . there was a little article in your "Vision" publication (Observer, September/1991) on the power struggle that has helped both me and my husband with Jacob (young son) . . . We have noticed that the power struggles have become less and less . . . Jacob still tries to lure us into it but he seems to give up sooner because he's not getting the responses he used to get . . .

Sincerely,

Connie Miles
Grayson, Georgia

Grabbing Materials

Four year old Jennifer is only lightly occupied with work in the environment – preferring instead the company of others in various types of fantasy activities. When the teacher attempts to present materials, Jennifer usually grabs the materials and carries them away to use as a sort of prop for her various fantasy situations. The teacher's efforts thereafter to regain control of the misused objects is met by Jennifer's stubborn insistance that she already *"knows"* how to use the materials; whereupon she pursues her various vague mental wanderings. *What to do?*

Answer in **Observer,** *March/1992.*

Nell Rollo (New York) and Sunila Tejpaul (New York) at the Society's conference, – Columbia, South Carolina (October 5-6, 1991).

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November, 1991
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Child's Personality

Jean Wilson (Georgia) and Toni Hammond (Georgia) at break in the Society's onference,
– Columbia, South Carolina (October 5-6, 1991).

Child's Personality

Cont'd. from Page 3, Col. 2

perience constructive forms of personality expression. This freedom of self-expression results in the remarkable emergence of "*normalized*" personalities.

Normalized Personalities

> *". . . under conditions in which the emotional life reaches a high level . . . the children's personalities are normalized, a kind of attraction makes itself felt."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind,** *p. 231*

As children become "*normalized*" through concentration on physical objects, their true personalities gradually emerge as a stabilized being in complete harmony with each other and the entire environment. Such "*normalized*" personalities reflect a group experience of cooperation, balance and harmony — a state of peaceful being with each other which later expresses itself with similar qualities in adult society. Montessori teaching thereby works for the promise of a new and better society in the the future by allowing the child's true personality to fully form itself during the critical years of early childhood.

Reflections. . .

Cont'd. from Page 1, Col. 1

more than me because she didn't get sick in the car or at the fair or on the school bus. As you would guess, Jacob threw up in my car. Along with being late for the orthodontist appointment there was a mess in the my car. I suddenly had all the feelings of frustration and stress that Daddy must have had. It was all I could do to hold back the words that ring in my ears from my childhood, *"Why didn't you tell me you were going to throw up?"* Though Jacob did see my anxiety, the important thing is I became the small child in the front seat of the car that had just gotten sick and tears came to my eyes and I held back those words. I tried to explain as I was cleaning him up that I was upset over being late and it had nothing to do with him. I comforted him and told him how sorry I was that he was sick. I cleaned the car the best I could but it really didn't matter anymore. Jacob mattered more. During all this I felt a peace about the whole thing of getting sick and being embarrassed and I really, really forgave Daddy. I called him and told him . . . a small thing but didn't I do it in a great way!

Naptime

Cont'd. from Page 1, Col. 1

have a genuine opportunity to rest in conformance with the needs of the overall well-being of themselves and others. Naptime would then be set to begin when the children have completed their lunch and bathroom procedures -- at which time the lights may be dimmed and resting cots or mats provided. (Before that time, children who finish their lunch and bathroom procedures might be working quietly with materials. For children who do not go to their resting place at the beginning of naptime, their activity with materials must be carefully supervised to assure a respectful quiet in the environment.) With patience and firmness, the teacher must encourage each child to maintain a respectful quiet during naptime so that non-sleeping children will not distract and interfere with the naptime rest of others.

The teacher may help to create a restful calm for children while they are on their cots by reading some children's story of poetry in a slow, soft voice. (This reading creates an interest for non-sleeping children to rest in their cots to cooperate with the younger children who might otherwise be stimulated by their activity and involvement elsewhere in the environment). The teacher may then continue reading to children who remain awake and interested until naptime is over; e.g., an hour.

The end of naptime is signalled by turning on the lights, at which time the unused cots or mats are returned to their storage place in the environment. The children who are still sleeping are allowed to continue sleeping on their cots undisturbed until they awaken by themselves. (Since sleep cycles arise generally in 45 minute intervals, a period of two such cycles, 1 1/2 hours, is an approximate guide to help a sleeping child to awaken at a suitable time, in case they have not already done so on their own.)

March, 1992
VOL. XIII, No. 1

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Attention

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Child working with practical life activity at the Powder Mill Children's House (Beltsville, Maryland)

Montessori Conferences in New York and Atlanta

The Society has scheduled its next "*Creating the New Education*" conferences for the weekends of May 2-3, 1992 (*New York*) and May 16-17, 1992 (*Atlanta, GA*). These locations were determined from interest expressed by persons who attended the last Society conference held in Columbia, South Carolina on October 5-6, 1991.

Participating in these May, 1992 conferences will be students and graduates of the Society's Montessori teacher education program, as well as school owners, parents and other persons interested in more effective Montessori teaching with children. Registration is due in advance so that participants can study the special materials which are provided at that time to help them prepare for a successful conference experience.

After conducting over 30 such conferences since 1986, **Lee Havis** states that "our experience has shown that this type of focussed discussion is very effective to uncover and resolve some of the most deeply entrenched obstacles which otherwise deter good Montessori teaching with children. Specific content and topics come from the immediate interests and needs of those attending -- so that there is a direct, practical application of the conference experience to their own situations. Long-term value of new skills and awareness come from our constant reference to the three basic Montessori principles which eventually leads us to the emergence of the '*normalized*' child."

Cont'd. on Page 4, Col. 3

Reflections...

by Lee Havis (Silver Spring, Maryland)

Since December, 1990, Lee Havis has been directing the operation of Powder Mill Children's House (Beltsville, MD). Sponsored by the International Montessori Trust, the Children's House has been serving as an important learning experience and study of the "normalization" process with children aged 2-6. Havis reflects here on one of his recent practical learning experiences.

Running in the Room

In our large open classroom, we have seen that "*unnormalized*" children sometimes run

Cont'd. on Page 4, Col. 1

Centering One's Being

> *"One who would become a teacher according to our system must examine himself...this inner preparation will give him the balance and poise which he will need."*
>
> **Dr. Maria Montessori**
> *from* **Secret of Childhood,**, *p. 153*

Controlling the detrimental influences of one's own "*personality*" is essentially a question of "*centering*" one's being -- to create an inner calm and balance which effectively detaches oneself from the surrounding emotional distress, drama and tension of some "*moment of peril*" with children. The ordinary "*uncentered*" adult tends to react defensively to misbehavior in children -- to unconsciously camouflage some deeply-entrenched prejudice or limiting belief associated with one's own "*personality*". A "*power struggle*" condition arises with such persons, revealing one's personality presence as a constant obstacle to the complete emergence of the "*normalized*" child.

Dr. Patricia Webbink, psychologist in Washington, D.C., offers an approach of "*centering*" to her clients to help them become more self aware, peaceful and able to overcome obstacles. Dr. Webbink states simply that "*the goal of psychotherapy is to be centered*". In her practice, she incorporates music, guided imagery and relaxation techniques to help her clients resolve various deep-seated personality deficiencies arising from negative environmental experiences during early childhood. By "*centering one's being*", such inner obstacles as "*self-hatred*" and "*resentment*" can be discovered and effectively resolved as they arise in various misbehavior situations with children.

Cont'd. on Page 3, Col. 3

Dr. Patricia Webbink, Psychologist

Montessori Observer, March, 1992

Attention

by Lee Havis

> *"...in the child's formation, the fixing of his attention is basic to all that comes afterwards...once his attention has been focused, he becomes his own master and can exert control over his world."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 217*

Montessori teaching must obtain the child's attention as an initial step towards its "*normalization*"; i.e., the child being in a state of complete harmony with its environment. Distracted by a multitude of external stimuli, the ordinary child cannot "*normalize*" itself without first concentrating intensely on just one single object of interest. The Montessori teacher must therefore offer the unfocussed child various opportunities for fixing its attention.

Fixing the Attention

> *"...the difficulty of fixing the attention of the children is the stumbling block of education."*
>
> **Dr. Maria Montessori**
> *from* **Spontaneous Act. In Ed.**, *p. 154*

In traditional education, the teacher attempts to fix the child's attention on her own teaching activity; i.e., pre-determined lesson plans, projects and other adult-directed activities. Bombarded by this constant adult instruction, children have no substantial opportunity to attend to their own self-directed interests. In contrast, Montessori teaching helps children fix their attention on activities which respond to internal impulses which are guided by a "*teacher within*" the child itself.

Internal Impulses

> *"...in our experiment the attention of the child was not artificially maintained by a teacher; it was an object which fixed the attention, as if it corresponded to some internal impulse..."*
>
> **Dr. Maria Montessori**
> *from* **Spontaneous Act. In Ed.**, *p. 155*

Montessori teachers assist the child's own self-teaching activity by offering a specific external stimulus which seems most likely at the moment to capture the child's interest. Objects in the environment must therefore precisely respond to the child's internal impulses for self-development. To this end, the Montessori teacher carefully observes the child's external behavior for signs of specific, tangible interest.

Interest

> *"The things which are useful to our inner life are those which arouse interest. Our internal world is created upon a selection from the external world, acquired for and in harmony with our internal activities."*
>
> **Dr. Maria Montessori**
> *from* **Spontaneous Act. In Ed.**, *p. 160*

Montessori teaching is a constant "*observation*" to discern what particular object or activity may deeply interest the child at each moment in time. The teacher notices what children spontaneously look at and touch in the environment. Since children show their interest in such a wide range of sensory activities, the physical environment must provide a rich assortment of diverse stimuli.

Stimuli

> *"...stimuli will appeal in vain to the senses, if the internal cooperation of attention is lacking."*
>
> **Dr. Maria Montessori**
> *from* **Spontaneous Act. In Ed.**, *p. 232*

The Montessori environment contains a selection of well-ordered materials to stimulate the child's inborn instincts for intellectual development, order and independence. These materials are specifically designed with their own "*control of error*" to allow for a maximum of self-teaching and independent learning. The Montessori teacher must still work however to arouse the children's interest by varying the intensity of the stimulus according to the needs of each individual child.

Intensity of Stimulus

> *"...to fix the attention, a certain extension and a certain intensity of the stimulus are necessary."*
>
> **Dr. Maria Montessori**
> *from* **Spontaneous Act. In Ed.**, *p. 74*

Montessori teachers vary the intensity of the stimulus in the environment by a selective expression of their "*personality*"; i.e., just enough enthusiasm for the child to become deeply interested, but not so much as to create a distracting dependency on the adult presence. When the child's mind wanders into the realm of fantasy, a relatively high degree of stimulation from the environment is usually necessary to offer a real choice for reality. The environment may also be varied in such intensity by reducing or increasing the amount and type of educative materials.

Educative Material

> *"...an excessive quantity of the educative material may dissipate the attention, render the exercises with objects mechanical."*
>
> **Dr. Maria Montessori**
> *from* **Spontaneous Act. In Ed.**, *p. 77*

Since the "*unnormalized*" child tends to become overwhelmed and distracted by too many objects, a Montessori environment at first may well contain only a modest amount of the most simple "*practical life*" materials; i.e., exercises for cleaning, pouring, polishing, folding, etc. These most simple activities provide an opportunity for deep concentration, and a positive experience of success and self confidence. In this way, there develops in the child a state of expectation for success and order in the more advanced areas of the curriculum.

State of Expectation

> *"...it is the already present "easy work" which puts the attention into a state of expectation."*
>
> **Dr. Maria Montessori**
> *from* **Spontaneous Act. In Ed.**, *p. 158*

Cont'd. on Page 3, Col. 2

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May Observer
featuring
Hope

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Lee Havis, Executive Director

The Montessori Observer is mailed four times each year to Society members throughout the world. The *Observer* is sent during the months of March, May, September, and November. The purpose of this publication is to provide news and information about the development of Montessori education to extend awareness of Montessori principles and to promote harmony within the Montessori community.

INTERNATIONAL MONTESSORI SOCIETY

The International Montessori Society is sponsored by Educational Services, Inc., a non-profit corporation organized in Maryland, U.S.A. The Society's purpose is to support the effective application of Montessori principles throughout the world.

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Moment of Peril

Grabbing Materials

from Observer, November 1991

by Lee Havis

When children "*grab*" materials for improper use in fantasy or otherwise (**see Observer,** *November, 1991*), the Montessori teacher must control the "*physical objects*" which are a detrimental influence in the environment at such times. Where the child is grabbing these materials directly from the teacher and otherwise avoiding the teacher's direct efforts to provide this "*control*", the "*adult personality*" is also directly detrimental in the environment.

A four-year old child of average intelligence, such as Jennifer in the "*moment of peril*" here, is beyond the age of infancy when a certain amount of "*grabbing*" instinct is normal. With such infants, adults may "*re-direct*" their improper grabbing activity to more suitable involvement with other materials.

Jennifer's "*grabbing*" behavior here requires a more "*verbal*" type of adult-child communication -- to express some positive opportunity to manage the particular material in a suitable manner. The teacher may therefore say: "*Would you like to show me what you can do with those _____ (objects)?*" The teacher could then help the child to properly order and arrange her materials with a thoughtful regard to their "*careful*" use. Negative language which focuses on the "misbehavior"; e.g., "*We don't use those _______ (objects) like that.*", should be avoided as much as possible.

In the process of "*controlling*" the abused materials, the teacher must also avoid the tendency to "*grab*" the materials back. Such adult "*grabbing*" shows a negative example, and may even create a "*tug of war*" with the materials – a physical power struggle which only increases the detrimental influence of the "*adult personality*".

Older children like Jennifer often "*grab*" materials because of a general distrust of the environment to provide them with positive opportunities to handle objects according to their own interests. Perhaps such children are used to being "*blamed*" and "*criticized*" for spilling and dropping objects. With this type of discouraged, distrustful child, the teacher must offer repeated opportunities for more positive, successful experience with materials. A child such as Jennifer may respond very well to lots of praise and encouragement for its positive accomplishments in completing tasks; however, any praise and approval must be based on indications of this need by "*eye contact*" and verbal communication inititated by the child itself.

Cont'd. on Page 4, Col. 3

Attention

Cont'd. from Page 2, Col. 3

The child who has absorbed the basic order of the physical environment from the "*easy work*" of practical life activity may then come to expect further successful experiences elsewhere in the environment. A simple "*pouring*" exercise, repeated over and over again with intense concentration, can set in motion a profound integration of the child's entire personality. The teacher who presents an interesting piece of work to a child is calling its attention with the voice of a trumpet.

Voice of Trumpet

> *"The teacher who tries to focus the child's attention on something real...speaks with the voice of a trumpet to the vague mind, wandering far from the pathway of its own good...the recapture of an attention which has escaped from reality, is all that is needed to effect a cure."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind,** *p. 266-67*

The Montessori teacher must present various objects and activities to the "*unnormalized*" child -- to help focus its attention on real work. Like the voice of a trumpet, the teacher's lessons can call the young child's wandering mind into profound and intimate contact with reality. Using her "*personality*" with varying degrees of intensity and enthusiasm, the teacher is at first a very active presence in the environment.

The Teacher

> *"The teacher directs...but, in so doing, she is careful to avoid calling the child's attention to herself..."*
>
> **Dr. Maria Montessori**
> *from* **Spontaneous Act. In Ed.,** *p. 165*

Montessori teachers must use their "*personality*" as a precise tool to focus the child's attention on the materials. With just a single word such as "*watch*", the child may become keenly attentive to the teacher's specific handling of a particular piece of equipment. In this way, some brief adult intervention will arouse interest without jeopardy to the child's essential liberty to choose its own activity.

Liberty

> *"Liberty is the experimental condition for studying the phenomenon of the child's attention."*
>
> **Dr. Maria Montessori**
> *from* **Spontaneous Act. In Ed.,** *p. 157*

Lesson presentations with the materials are "*experiments*" to study the child's free response of interest and attention. The child's liberty to accept or reject the lesson is preserved by one's underlying commitment to the three basic Montessori principles: i.e., (1) Observation; (2) Individual Liberty; and (3) Preparation of the Environment. Such a committed way of being allows the child to follow a path of development as given by its own internal activities.

Cont'd. on Page 4, Col. 2

Centering One's Being

Cont'd. from Page 1, Col. 3

Self-Hatred

Many Montessori teachers cannot fully control their "*personality*" in the classroom because of such destructive unknown inner obstacles as "*self-hatred*"; i.e., a negative view of oneself which gives rise to guilt, blame, defensiveness, manipulation and other such negative attitudes and behavior with children. When children verbalize hateful thoughts and act with misbehavior and disobedience, the "*self-hating*" person tends to react defensively, e.g., to either accuse, condemn or otherwise control children, or to "*abandon*" any thoughtful positive action altogether. Dominated by an overwhelming sense of "*self-hatred*", there is a constant confusion and "*power struggle*" with children.

When feelings of fear, tension and anger arise in connection with "*self-hatred*", the adult can still "*center*" oneself by conscious application of various relaxation techniques, e.g., deep breathing and "*letting go*" of any body tension. By this "*centering*" process, one can more easily deal with the surrounding emotional drama from a position of detached "*observation*" – independent of hateful, negative comments and behavior of others. When others seem to justify a sense of "*self-hatred*", the "*centered*" teacher can nonetheless proceed with those necessary positive actions which are consistent with the emergence of the "*normalized*" child.

Resentment

Adults can feel "*resentment*" when they are faced with children who refuse to return materials properly to their place in the environment. In these "*moments of peril*" with children, the unknown inner sense of "*resentment*" emerges as a very reactive pattern of negative behavior. The "*resentful*" adult then tends to either (1) force, coerce and manipulate children to get their obedience or (2) "*abandon*" the issue entirely by "*cleaning up*" after children themselves.

"*Centering one's being*" can overcome the inner obstacle of "*resentment*" by creating an inner calm and clarity which is detached from the surrounding drama of disorder with physical objects. The "*centered*" teacher is then able to proceed with proper actions consistent with Montessori principles, e.g., to either patiently wait for the proper moment to direct the child to "*clean up*" or "*put away*" the materials on its own, or otherwise to show how to "*put away*" the materials as a lesson for the child who is watching. By "*centering one's being*", we are more able to naturally respond to the "*moments of peril*" with children in the spirit of true commitment to Montessori principles.

For more complete information about "centering", contact: Dr. Patricia Webbink, Brookmont Associates, 6109 Broad Street, Bethesda, MD 20816, Tel. (301) 229-8495.

Attention

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Reflections. . .

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around the room in a disordered and unfocussed manner. At such times, we have tried to re-direct the children towards other more constructive activity in the environment. However, our efforts were often unproductive since so often we could not discern their true "*interest*" for real work while they were running; i.e., there was no object in their hands or no constructive activity apparent in their words and actions. To simply "*stand and watch*" this running behavior seemed to "*abandon*" the children since there was little or no "*eye contact*" at the time. If we tried to physically interrupt the children while running, their reaction was usually negative, in the nature of a "*power struggle*".

Most recently, I have come to recognize and acknowledge that children running in the room are communicating their interest in being together as a group; or perhaps to engage in some type of vigorous physical activity. Now, instead of trying to stop the "*running*" by physical force or to simply "*abandon*" the children to this activity, one of our staff may go to the piano and offer musical "*direction*" to their otherwise random movements. A song which directs the children to "*walk*", "*run*" "*hop*", "*bend*", etc., seems to calm the children by providing a focus to their energy. The children then usually return to a more normal goal-directed activity and order.

Positions & Placements

Montessori Teacher: for 3-6 year old class. We are an independent non-profit Montessori school in a charming New England Community. Please contact: Search Committee, Keene Montessori School, 91 West Street, Keene, NH 03431, Tel. (603) 352-4052.

Attention

Cont'd. from Page 3, Col. 2

Internal Activities

> *"...internal activities act as cause; they do not react and exist as the effect of external factors. Our attention is not arrested on all things indifferently, but by those which are congenial to our tastes."*
>
> **Dr. Maria Montessori**
> *from* **Spontaneous Act. In Ed.**, *p. 217*

The Montessori "*normalizing*" environment respects the "*teacher within*" the child as the ultimate judge of what is proper work and interest in the environment. As long as materials are not mistreated or abused, the teacher must allow the child's own internal development activities to guide the direction of its particular exploration and discovery in the environment. Once the child's attention has come to rest on some particular object of interest, the teacher must then withdraw her "*personality*" presence so that the child may fully concentrate -- to become a delivered soul with its own independent path of self-directed "*normal*" development.

Delivered Soul

> *"The child whose attention has once been held by a chosen object, while he concentrates his whole self on the repetition of the exercise, is a delivered soul..."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 272*

The child who has once learned to deeply concentrate its attention is thereby delivered from its prior state of instability and disorder -- emerging into a new form of "*normalized*" being in complete harmony with its environment. Such a "*normalized*" development is reflected by the child's independence, self-disciplined activity, order, sympathy with others, love of work and attachment to reality. This new child is the ultimate result of those particular experiences during early childhood which have intensely focussed the child's attention.

Moment of Peril

Cont'd. from Page 3, Col. 1

As the child gradually acquires a more positive sense of its own capacity to properly handle objects in the environment, the greedy need to "*grab*" materials for unsuitable uses will diminish and disappear entirely. As always, it is the child's profound concentration on some one particular object of interest which sets in motion the child's "*normalization*".

Separating from Mother

Three-year old Molly is brought into class on the first day, clinging to her mother. When the teacher attempts to interest Molly in some materials, Molly clings even tighter to her mother who attempts to console Molly by picking her up and comforting her like a baby. After several further attempts to interest Molly in materials fail to attract her attention, the mother indicates that she "*must go*" and moves toward the door with Molly still holding on. The mother then begins to physically struggle with Molly to separate herself and leave, as Molly holds on to her mother in a fit of tears and considerable emotional distress. *What to do? Answer in* **Observer,** *May, 1992.*

Montessori Conferences

Cont'd. from Page 1, Col. 2

Advance registration fee of $200 per person ($160, members) is due by April 2, 1992 (New York) and by April 16, 1992 (Atlanta, GA.) Registration after these dates is subject to an additional fee of $50. Upon registration, participants receive complete study material and information about conference location and accommodations. For additional information or to register, write or call: International Montessori Society, 912 Thayer Avenue, Silver Spring, MD 20910, Tel. (301) 589-1127.

May, 1992

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Resolution to Withdraw Accreditation Regulations

The Americans for Choice in Education (ACE) is presently considering the adoption of a resolution *"to withdraw federal recognition regulations over accreditation agencies"*. **Lee Havis**, ACE coalition president, is seeking consensus approval for this resolution by the full ACE membership of over forty diverse organizations throughout the United States.

The resolution would seek to withdraw the recognition regulations because of their tendency to *"discourage and restrict competition, free market enterprise and individual choice in the field of education."* Havis believes that current regulations are so restrictive and burdensome in their requirements of recognition, that the most innovative, creative and non-traditional educational institutions are effectively barred from any conventional recognized accreditation.

In the field of Montessori teacher education, federal recognition of a non-inclusive, traditional type of accreditation agency would deter many forms of constructive experimenta-

Cont'd. on Page 4, Col. 1

Reflections...

Paul Posillo, (Ashaway, Rhode Island)

Paul Posillo is a student in the Society's teacher education program.

That Feelingful Moment

I subbed in a third grade class today...In the morning when the children first came in, one of the girls, Amy, was standing in front of me with a small group of other children. She was telling me things and asking me questions. After a minute or two, one of the other children spoke out and said, *"Don't mind her. She's always like this. She talks all the time."* The bell rang and they took their seats.

The students were left specific paper work to be done on their own which they did with little trouble. However, when the paper work was completed, individual and collective physical and vocal momentum began to build...I observed. Some children were working well independently while others were running around the room playing some violent war-type game. Amy was the most physically rowdy – running,

Cont'd. on Page 4, Col. 2

Lee Havis leading discussion at the "Creating the New Education" conference in Atlanta, Georgia, (May 16-17, 1992)

Montessori Conferences Creating the "New Education"

New York, New York... May 2-3, 1992

On May 2-3, 1992, the Society conducted its *"Creating the New Education"* conference in New York -- the third such conference in that state since 1986. Participating were parents and teachers from the **Forest Hills Montessori School** *(Forest Hills, NY)*. In addition, other interested persons attended from the states of New York, Rhode Island, Massachusetts, Maryland and Virginia.

Conducted by **Lee Havis**, this latest New York conference emphasized the importance of cooperative support for children in their various activities to become initially interested and

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Atlanta, Georgia... May 16-17, 1992

The Atlanta, Georgia *"Creating the New Education"* conference was attended by interested persons from the states of Georgia, South Carolina, New York, Texas and Missouri. The conference discussion focussed primary attention on creating trust in the adult-child relationship.

Lee Havis, discussion leader, stated that "rules and techniques are insufficient basis for creating an effective bond of trust with children. In the face of misbehavior and disorder, the teacher must exercise careful judgement for creative action and language in accordance with Montessori principles. Effective action tends to emerge as *'instinctive'* when there is a state of calm and peace within the teacher."

Conference discussion also brought out how thoughts can be directed to noticing one's own feelings and focussing attention on what is being communicated between the adult and child. Havis stated that "when the adult's language is guided by thoughtful commitment to Montessori principles, rather than impulsive feelings of impatience for immediate external results, a gradual sense of trust will develop in the adult-child relationship. With such trust, further communication becomes more harmonious, peaceful and cooperative. This sense of trust is a vital initial condition for the child's rapport with the teacher and its eventual normalization through work and materials."

Montessori Conference

Creating the New Education

Edinburg, Texas
October 10-11, 1992

Pre-paid registration for the full two-day conference is $200 per person ($160 for Society members). The payment due date is four (4) weeks before the scheduled date of the conference. Early registration completed eight (8) weeks prior to the conference date is $170 per person ($130, members).

Send registration fee to: International Montessori Society, 912 Thayer Ave., Silver Spring, Maryland 20910, Tel. (301) 589-1127

Hope

By Lee Havis

> *"This is the hope we have – a hope in a new humanity that will come from this new education."*
>
> **Dr. Maria Montessori**
>
> *from* **Reconstruction in Education**, *p. 14*

Dr. Montessori hoped for a new humanity which would reflect the fundamental character changes she observed in young children in her special *"normalizing"* environment. Transformed from disorder, inattention and fantasy to a *"normalized"* state of calm, self-disciplined order and harmony, this visionary new *"normalized"* child remains the hoped-for discovery of all Montessori teachers today in their daily classroom experience. Such a *"new child"* arises not from adult teaching but rather as a result of the child's own instinctive driving force for peace and harmony with its entire environment.

Driving Force

> *"...the child has been revealed as a driving force that can bring new hope to people engulfed in darkness."*
>
> **Dr. Maria Montessori**
>
> *from* **Discovery of the Child**, *p. 40*

Montessori teaching allows the child's own true nature to freely emerge in the world -- a powerful driving force for the solution of all the age-old problems of civilization. The adult's function to serve this purpose is to collaborate with the *"teacher within"* the child by creating a suitable supportive external environment -- committed to fundamental principles of nature. Lacking this type of committed environment, the child is left to the hopeless struggle of a repressive traditional education.

Traditional Education

> *"...if education is always to be conceived along the same antiquated lines of a mere transmission of knowledge, there is little to be hoped from it for bettering man's future..."*
>
> **Dr. Maria Montessori**
>
> *from* **Absorbent Mind**, *p. 4*

Ordinary education imposes an adult-controlled curriculum and group instruction which fundamentally opposes the child's own individual process of learning. Dominated by prejudices about the child as being either *"bad"* or *"empty"*, traditional teaching subjects the child to the adult's own limited viewpoint and perspective of reality. Within such a restrictive learning environment, children face a hopeless impasse to achieving the ultimate perfection of the human personality.

Hopeless Impasse

> *"We wanted a perfect humanity; we thought that humanity had to become perfect by imitating us; but we were imperfect, so there was a hopeless impasse."*
>
> **Dr. Maria Montessori**
>
> *from* **Education for a New World**, *p. 56*

By imitating imperfect adult behavior, children cannot hope to achieve their ultimate self-perfection in the world. Adult *"teaching"* tends to limit the child to the restrictive forms of knowledge and prejudicial learning of the past. Even the best of teacher education cannot fully overcome this hopeless impasse, since age-old prejudices constantly oppose the process of altering adults at a fundamental level of being.

Altering Adults

> *"The hope of altering adults is therefore vain...we can easily hurt or humiliate them, make them conscious of their defects. But the faults remain, for they are ingrained and unchangeable."*
>
> **Dr. Maria Montessori**
>
> *from* **Absorbent Mind**, *p. 65*

Since adult personality is essentially fixed during early childhood, teachers tend to unconsciously express this limited *"reality"* to children despite their best efforts to the contrary. Even the most committed adults make unknown mistakes with children because of the persistent nature of one's reactive patterns of thought and action. Such patterns are reflected outwardly by the very fabric of adult society – so that even the most courageous of individual efforts are constantly opposed by a pervasive default mind-set of massive ignorance and widespread prejudice.

Individual Efforts

> *"It is foolish to hope or even imagine that theoretical reforms or individual efforts can fill a void as that which has been made in the world through the oppression of children."*
>
> **Dr. Maria Montessori**
>
> *from* **Secret of Childhood**, *p. 207*

Society's far-reaching oppression of children tends to diminish the impact of individual efforts at fundamental social reform. The child is oppressed by subtle hidden prejudices which are widely shared and supported as unquestioned truth in society. Within this type of systematic repression of the "normalized" child, the external world provides no hope for the ultimate perfection of mankind.

The External World

> *"We can thus place no hope in the external world until the normalization of man is recognized as a basic social need."*
>
> **Dr. Maria Montessori**
>
> *from* **Secret of Childhood**, *p. 208*

Organized social institutions, government and mass media symbolize the external world which can either discourage or support the basic idea of "normalization" of the child. Without such support, the individual Montessori teacher must nurture one's own inner reality of the "normalized" child through whatever limited forms of social opportunities may be available for this purpose – to associate with others to explore and expand one's commitment to the three fundamental Montessori principles: (1) "Observation"; (2) "Individual Liberty"; and (3) "Preparation of the Environment". Such a committed way of being is the staring point of real hope to correcting fundamental defects in children.

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Look for the
September Observer
featuring
Happiness

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Lee Havis, Executive Director

The **Montessori Observer** is mailed four times each year to Society members throughout the world. The *Observer* is sent during the months of March, May, September, and November. The purpose of this publication is to provide news and information about the development of Montessori education to extend awareness of Montessori principles and to promote harmony within the Montessori community.

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SUBSCRIPTION

Subscription to this *Observer* publication may be obtained by requesting Society membership which is open to all individual for a $20 annual fee. Society members also receive a subscription to the *Montessori News*. Send request for membership benefits.

ADVERTISING

Advertising space is available for services and products relating to Montessori education. Marketplace ads are $7/line. Position and Placement ads are $10 each and will be set and edited by the Society to conform to space requirements. Write for the Society's advertising outline as to rates and other information about design advertising.

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Moment of Peril

Separating from Mother

from Observer, March, 1992
by Lee Havis

When a young child is unwilling to easily separate from mother on the first day of school *(see* **Observer**, *March, 1992),* the *"adult personality"* of the teacher is a primary detrimental influence in the environment. How to control this element in the environment is considerably complicated when another adult personality (i.e., *"mother"*) is likewise involved in the scenario.

Separating from mother is particularly difficult when there is an acting out of *"dependency"* at this time, i.e., the mother doing unnecessary things for the child and otherwise drawing undue attention to herself. The Montessori teacher in this scenario has attempted to *"interest"* the child in some work, but the mother continues to interrupt these efforts with her own dependency reactions and manipulation of the child.

One possible resolution of this situation is to *"slow down"* the process of separation by requesting that the mother come back into the room – to *"let go"* of the child to allow a better opportunity for the child to become more involved in some piece of work. Once the mother has left, the teacher may hold the door to prevent the child from leaving on it's own – while offering comfort and re-direction for the child away from the painful drama of *"separation"* from its mother.

At times, a child will *"miss"* its mother during the day and some urgent need for direct communication may arise. In this situation, the teacher can gently ask what the child wishes to communicate to mother and thereby help to resolve the painful underlying feelings through this indirect form of communication. Otherwise, the teacher may re-direct the child away from the frustrating emotional drama of *"separation"* by focussing attention on some opportunity to work in the environment.

As always, once the child becomes interested and involved with some piece of work, the emotional drama of dependency/separation with mother will diminish and eventually disappear.

Abusing Materials

Three year old Johnny shows little interest in the materials – except to abuse them by throwing them down and engaging in various forms of fantasy. When the teacher approaches to direct Johnny in their proper use and return to the shelf, Johnny seems to abuse the materials even more to engage in some sort of *"power struggle"* for control of the environment with the teacher. The teacher is generally

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Hope

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Correcting Defects

> *"As to...the hopes that we may entertain of correcting children's defects, we may place those acquired in the postnatal period, from 0 to 3, as being curable in practice during the period from 3 to 6, when nature is still busy in the perfecting of many newly formed powers."*
>
> **Dr. Maria Montessori**
>
> *from* **Absorbent Mind,** *p. 195-96*

The adult's "commitment to Montessori principles" creates the suitable environment for young children to correct their character defects which arose from prior detrimental experiences during infancy. Such a "normalizing" environment enables the young child to perfect its character far beyond the limitations and prejudices of the ordinary adult personality. To create such a committed environment, Montessori teachers must constantly expand their "being" to resolve their underlying prejudices which relate to such issues as obtaining obedience.

Obtaining Obedience

> *"...resistance is so strong that it can make us give up any hope of obtaining obedience."*
>
> **Dr. Maria Montessori**
>
> *from* **Discovery of the Child,** *p. 314*

Adults who constantly fail to obtain cooperation and obedience from children can easily feel hopeless in their efforts at applying Montessori principles. Lacking sufficient successful experience in Montessori teaching, many committed adults may well lose sight of any practical possibility for the true "normalization" of children they supervise. Only with devoted practice and experience does one become a skilled and effective interpreter for the child in the world.

The Interpreter

> *"An interpreter is needed for the child and his language...the interpreter is to the child a great hope, opening to him a door which the world has closed."*
>
> **Dr. Maria Montessori**
>
> *from* **Education for a New World,** *p. 47*

Montessori teachers interpret the child's language and behavior -- to listen and respond to all forms of its communication of need and interest. In this way, the child has a real help to develop its own inner power and ability for self-creative development and learning in the environment. With constant reference to the three Montessori principles to guide one's expansive being with children, the adult allows the "normalized" child to fully emerge as a new vision of hope for all humanity.

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LETTERS TO IMS

Dear Lee:

I wanted to thank you for a weekend that was rich in heart. (*"Creating the New Education"* conference, New York, May 2-3, 1992). What began as a journey into thought and idea, ended as an experience of the *"guts"* of teaching and learning -- and thanks to the courage and willingness of a roomful of, what were strangers, daring to dig that deep and go beyond the theory.

Again and again, it seems to come down to who *"we"* are. If we are trapped and limited, then we can only offer our limitations to the children in our care... Thanks for the forum to go beyond our individual struggles and bring the battles to the light of day and share them with each other. The sincerity of the group created an atmosphere of trust and love where some of the hang-ups and limitations could be left behind. As such it was a significant time for those of us who felt to do that. Like layers of an onion skin coming off! We have more to remove - but boy! - did we make a good start!

I hope that we can continue our journey together...To all of us that seek to know and to become: to all of us who, without the true parenting that we know in our hearts was missing from our own lives and yet still seek to become that ourselves -- despite our limitations -- I send a prayer of hope, of friendship and love. Let's support each other in that pioneering work!...Thanks again Lee! Thanks for being a key element in that work.

Shirley Miho
Pleasantville, New York

Dear Lee, May 4, 1992

Wonderful conference! (*"Creating the New Education"* conference, New York, May 2-3, 1992)...I am still in profound feeling today. I have experienced significant improvement and changes in my communicating...My body, my voice, and my words have become like a true Montessori lesson – calm, clear, concise, direct, brief, simple, not dramatized, and truthful in thoughts, feelings, and concerns with respect to both my internal and external environment...I credit the conference for helping me to evolve and mature in this area.

I went to the conference with only the experience of having experienced profound changes as a result of participation in past conferences and the belief that this conference would do the same...I came away from the conference with something totally unexpected -- *myself*, externalized in my improved communication. Thank you for creating the environment that encouraged and allowed this to happen.

Paul Posillo
Ashaway, Rhode Island

May, 1992
Vol. XIII, No. 2

Hope

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Resolution

Cont'd. from Page 1, Col. 1

sori teacher preparation. Barred from recognized accreditation, unconventional training institutions might also be adversely effected by the prejudicial discrimination of state and local licensing authorities which look to federal recognition as guidance to their own practices.

Lee Havis stated that "the federal government can assure its oversight responsibility for federal funding in education by more effective means than *"recognition"* of specific accreditation agencies. Less restrictive, more reasonable means must replace the current *"recognition"* system which has such a destructive effect on creative activity in education training. One possible alternative would be to establish minimum student placement and completion percentage requirements for institutions seeking federal funds. Another alternative would be to allocate funds directly to the states for their own discretionary allocation to applicable students and institutions. In any case, the present federal *"recognition"* standards appear to have little practical effect in assuring the wise and efficient allocation of federal grants and student loan funding in education.

Havis invites support and cooperation for the widespread adoption of the proposed ACE resolution by all interested persons. To receive a copy of the resolution for inspection and more detailed information, contact: Lee Havis, President, ACE, 927 South Walter Reed Drive, Suite #1, Arlington, VA 22204. Tel: 703-486-8311.

Moment of Peril

Cont'd. from Page 3, Col. 1

unable to directly *"control"* the abused materials because of the child's tendency to move away whenever the teacher approaches.
What to do?
Answer in **Observer,** *September, 1992*

Positions & Placements

Elementary Montessori Teacher: (6-12) for flourishing school of 110 (50 elementary) children. School is thirteen years old and growing. Future plans for a satellite school. Staff includes seven full-time and five part-time teachers. Located in Central Louisiana. Contact: Rosemary Robertson-Smith, Educational Director, Montessori Educational Center, 1717 Jackson Street, Alexandria, LA 71301-6433, Tel. (318) 445-0138 or 445-2116.

Reflections

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chasing, grabbing other children, pulling them down to the floor and holding them there. I made her the focus of my attention and verbally stressed to her the danger of running in that room.

Amy grabbed a child by the arm, pulled him to the floor and held him there. I held the other child's arm, looked at Amy and firmly but quietly and gently said, *"Let go of his arm."* After a moment's pause, she let go and they both stood facing each other about four feet apart. I looked at the other child and said quietly, *"Why is she doing that to you?"* Amy burst into tears. The tears flowed in huge droplets down her face. As the tears poured from her eyes, she told the other child how he always made fun of her, took her things and did other awful things. The other child sporadically held eye contact with Amy while at the same time denying the allegations. The truth was out. All that play was symbolic of the real underlying pain.

A half hour of silent reading was next. Amy laid on her belly on the floor under a table alone with tears still flowing from her eyes for the next half hour. She intermittently spoke to me and told me things during that time. From that feelingful moment of bursting into tears onward, the rest of the day went very well and the children had a real rapport with me.

New York Conference

Cont'd. from Page 1, Col. 2

involved in work with materials. Havis stated that "before concentration on individual work, children cannot be entirely left alone to their own devices in the environment. The children need to feel the constant supportive presence of a cooperative adult."

The conference participants analyzed various misbehavior scenarios with children -- by engaging in dramatic re-creations from their own real-life situations with children. Havis stated that "this type of dramatic presentation allows us to see more clearly the specific problem -- far beyond what is possible by simple explanation and academic discussion. With this experiential approach, we can sense more of the real feelings and emotions that are present in the actual problem situation. From such drama, an effective alternative action for resolution seems to emerge more instinctively by itself."

Hope

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A New Vision

"The child brings us great hope and a new vision."

Dr. Maria Montessori
***from* Absorbent Mind,** *p. 66*

The hope of Montessori education is based on the central reality of the *"normalized"* child – a visionary new way of being for mankind to transcend the limitations of past human experience. The *"new child"* reveals a level of complete harmony with its total environment that promises to resolve the many complex problems of civilization which have plagued mankind throughout history. Committed to fundamental principles of nature, the Montessori teacher expands beyond the ordinary limited way of being which is bound by countless hidden prejudices – to enter upon a new way of being with children which offers real hope for the eventual perfection of the human personality.

September, 1992 VOL. XIII, No. 3

The Montessori OBSERVER

Happiness

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Trust Tutoring

. . . for all subjects and ages

The *International Montessori Trust* (**Lee Havis**, *trustee*) has recently initiated a new in-home instructional program for children of all ages in the Washington, D.C. area. Known as *Trust Tutoring*, this organization provides tutoring services to meet a wide range of individual learning needs and interests.

Trust Tutoring reaches out to many different persons in the community with a very practical support for commitment to Montessori principles. Directed by Lee Havis, *Trust Tutoring* selects tutors from a diversity of backgrounds and fields of expertise; e.g., public and private school teachers, college professors, graduate students and specialized professionals in various occupations. Beyond the immediate interest of clients for academic achievement in some specific subject matter area, the tutoring program helps students to improve overall study skills and mental focus of attention. More importantly, the student gains a greater self-confidence and a more positive mental attitude towards all aspects of learning in life.

Havis states that "our tutoring services are sometimes vitally necessary to overcome learning difficulties which are not otherwise successfully resolved in the home or classroom situation. Such tutoring can be a valuable extension of regular classroom teaching – to help children excel beyond the ordinary expectations of traditional education. A supportive relationship with a skilled and patient tutor can enable the student to achieve remarkable progress in some specific subject area – and this can set in motion many favorable changes in one's whole attitude towards learning throughout life."

Trust Tutoring begins with an initial interview or formal evaluation of the student to determine the most suitable type and format of tutoring. One of several reliable standardized tests may be given to help provide useful objective data about the student's relative skill level of academic performance. Thereafter, a specific tutoring program is established with an assigned tutor, subject matter and term of sessions.

The assigned tutor may be given special directions and suggestions to help structure the individual tutoring situation. In addition, tutoring is supervised by various forms of continuing communication. After each session, the tutor completes a progress report which is

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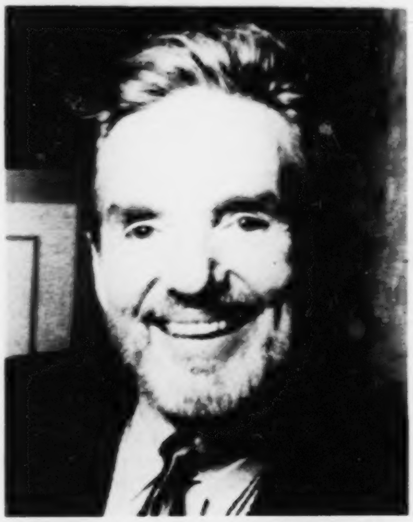

John Bradshaw, author and speaker on the "inner child"

Healing the Inner Child

. . . A Metaphor

> *"We must heal our past wounds so we don't pass them on..."*
>
> ***John Bradshaw***

John Bradshaw (*PBS TV Series*, ***"Home coming"***) speaks of an *"inner child"* within each of us - a metaphor for all the repressed, untreated and unresolved abuse, neglect and hurt feelings which remain from our own childhood past. Bradshaw suggests that this *"inner child"* gives unconscious expression to past abuse in many forms of addictive behavior; i.e., alcoholism, drug addition, smoking, chronic nervous disorder, over-eating, child abuse and other less obvious forms of *"acting out"*.

Dominated by the unmet needs of the wounded *"inner child"*, parents and teachers tend to *"act out"* these needs by their projection in children they supervise at home or in the classroom. Likewise, Montessori teachers can experience this metaphoric *"inner child"* as the detrimental influence of their own *"adult personality"* – an aspect of the environment which must be effectively treated and resolved.

Controlling one's *"adult personality"* may then be seen essentially as a process of healing the wounded *"inner child"*. To the extent that this healing process is not completed by our preparation outside the classroom, its effects will unconsciously emerge in the children we

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Arousing Interest by Looking for Anomalies

How to help children become interested in the environment is a primary initial task of Montessori teachers – far more than simply leaving children to their own devices to choose some work that is displayed on the shelves. Even simple conversations and questions like *"What work would you like to do?"* may be insufficient to arouse any real interest in the child.

Many teachers may feel frustrated with children who seem to refuse every opportunity and invitation to work with materials. Unless the

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Montessori Conferences

Creating the New Education

Edinburg, Texas
October 10-11, 1992

Columbia, South Carolina
November 7-8, 1992

The Society's two-day weekend conference is planned for about 30-40 persons with a discussion format centered on the needs and interests of those attending. Led by Lee Havis, the discussion aims to help those attending to create an effective environment for the emergence of the "normalized" child. The time is Saturday, 8:30 am - 6:00 pm; Sunday, 8:30 am - 5:00 pm.

Location/Accomodations: The conference is located in a hotel. Sleeping rooms at the hotel may be reserved separately. The registration fee includes a lunch on both days, and refreshments in the conference room at all times. Advance study material is provided to prepare for a successful conference experience. Specific study material and location information is sent upon registration.

Registration: $200 per person ($160, member rate) by October 7, 1992. After that date, a $50 late fee applies. For every three registrations received from the same school, a fourth person may attend at no extra cost. ***Send registration to***:

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912 Thayer Ave. #207
Silver Spring, Maryland 20910
Tel. 301-589-1127

Happiness

By Lee Havis

> *"Happiness is not the whole aim of education. A man must be independent in his powers and character, able to work and assert his mastery over all that depends on him"*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind,** *p.170*

Montessori teaching may not always seem like a happy experience – full of the joy and satisfaction we imagine in working on behalf of the visionary *"normalized"* child; i.e., self-disciplined, independent and in complete harmony with its environment. Feelings of confusion, frustration and even anger can readily emerge with young children who may appear at times quite rude, ill-mannered and disruptive in the social group. Unable to control the constant inner flow of negative thoughts and feelings, we seem to find happiness only as a rather fleeting accidental experience – limited considerably by our constant tendency to repress our spontaneous instincts which were fixed within our personality during early childhood.

Adult Happiness

> *"The adult . . . feels happy only when he is immersed in an environment sharing the characteristics that have been fixed in him"*
>
> **Dr. Maria Montessori**
> *from* **Formation of Man**, *p.89-90*

Ordinary adult happiness in only found over time in the comfortable familiarity of known and established patterns of thought and action. Forced to contend with other conflicting life styles, beliefs and values in society we may feel very little, if any, of the creative energy, interest and spontaneous joy of our early childhood. When our expectations for certain results are not fully satisfied in present reality, we tend to emotionally lash out or recoil with the unhappy, frustrating feeling of anger.

Anger

> *". . . when there is anger it means one is not happy . . . the secret of the happiness of the child is a secret of life."*
>
> **Dr. Maria Montessori**
> *from* **Voice**, *19 Nov. 1941, b-c*

Adults feel, deny or resist the experience of anger whenever some unresolved pain from early childhood is triggered in the present moment. A present-moment thought, word or visual image reminds us of deep-seated past abuse or neglect, and then we impulsively tend to act out our anger in some emotional drama of self-hatred or blame and resentment towards others. By contrast, the unformed little child is generally free of such defensive personality structure and can express its happy, spontaneous harmony towards others as a magic influence on all who fall under its wonderful spell.

The Magic Influence

> *". . . man's life contains many contradictions, for when his heart is touched by the magic influence of the child he is made happy, yet it is only momentarily and he falls back into his old barbarism."*
>
> **Dr. Maria Montessori**
> *from* **Voice**, *15 Jan. 1942, k*

Viewing the child as an *"unknown entity"*, adults can discover the magic influence of the young child's normal way of being happy in the present moment. However, such a happy moment with children tends to diminish and disappear as we are constantly returned to the ordinary mental state of prejudicial expectations and negative beliefs about ourselves and others. As we control such detrimental *"personality"* influences, we become more able to witness the child's happy spontaneous nature unfolding itself according to a precise inner timetable of events and purposes.

A Precise Timetable

> *". . . the child . . . labors indefatigably in joy and happiness – following a precise timetable – at the work of constructing that greatest marvel of the universe, the human being."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p.8-9*

The young child's secret of happiness is found in its strong natural tendency to follow a precise inner plan of creation. Instinctively, the young child reaches out to interact with the environment according to an inner timetable which reflects itself as sensitive periods of need and interest in the present moment. Engaged with its own self-creative work, the child is immensely happy in obeying the fundamental laws of natural growth and development.

Obeying Laws

> *". . . the child is happiest when he is able to develop that activity which corresponds to his inner plan . . . the happiness of the child . . . is the possibility of obeying those laws which will make him a man."*
>
> **Dr. Maria Montessori**
> *from* **Voice**, *15 Dec. 1941, B*

By obeying universal laws of creation, the child expresses its happy true nature – quite distinct from the appearance of childhood happiness associated with escape into a world of make-believe fantasy. Such fantasy play provides at best only distracting sensory stimulation – a brief relief from some painful present-moment reality. Young children experience a much deeper, long-lasting sense of happiness in life by exerting a natural effort to overcome the ordinary difficulties of daily living.

Natural Effort

> *"When the child is able to develop his natural effort then at that moment he is happy. The real happiness of the child, happiness that many do not know, that many have not recognized when they have seen it, is this, that he is happier when he is able to accomplish a cycle of these spontaneous activities."*
>
> **Dr. Maria Montessori**
> *from* **Voice**, *19 Nov. 1941, b-c*

The child's real happiness requires a certain effort in completing various cycles of goal-directed activity. When adults interfere with or fail to support these spontaneous cycles of activity, the child becomes frustrated and unhap-

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Memory

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Moment of Peril

Abusing Materials

from Observer, May, 1992
by Lee Havis

When the child abuses materials, the effective *"control"* of such materials may be considerably frustrated by the detrimental influence of the *"adult personality"* (*see* **Observer,** *May, 1992*). In the present *"moment of peril"*, the teacher's *"personality"* may be more detrimental than the materials themselves. The abuse of materials in this situation may be the result of (1) uncertainty and frustration in knowing their proper use; and (2) distraction into fantasy because of the teacher's abandonment and disconnection from present moment reality.

Discouraged, unnormalized children tend to fantasize impusively with the materials and each other. In such circumstances, the disruptive child may strongly resist the teacher's initial efforts to intervene. Perhaps the teacher hesitates to firmly interrupt the abusive activity out of a concern that the child may be exercising some real choice and purpose with the materials.

If the teacher tries to control the physical objects at such times, the disruptive child may well view the intervention as part of its fantasy situation; e.g., a deprivation of some momentary pleasure in its sensory stimulation. A serious power struggle may then ensue in the adult-child relationship. Therefore, it may be best in this situation to limit one's intervention to verbal communication with the child – even while maintaining a cautious effort to control the physical objects to whatever extent possible.

The teacher's verbal interruption may well direct the child's attention to some new opportunity for activity in the environment. In the present situation, three-year old Johnny may well respond favorably to this type of friendly distraction. (With an older child, the teacher might focus attention more directly to its present behavior, and the consequences of harm to the materials in question)

In the long term, the teacher needs to become more directly involved with the child (1) in showing the proper use of materials and (2) in keeping in close verbal communication with the child on the issues of present moment reality. Often, just getting the child's attention and asking a friendly question will be sufficient to distract the child away from harmful, destructive fantasy activity.

At times, getting the child's attention may require a gentle touch and leading the child by the hand to some other area of the environment. As the teacher becomes more connected with this child, through frequent eye contact and direct verbal interaction, the child will gain a greater sense of confidence and connectedness in its environment – to feel the teacher's

Cont'd. on Page 4, Col. 2

Happiness

Cont'd. from Page 2, Col. 3

py. By exerting such a natural effort in activity during early childhood, the child is developing a fundamental inner mental order.

Order

> *"Order is one of the needs of life which, when it is satisfied, produces a real happiness."*
>
> **Dr. Maria Montessori**
> *from* **Secret of Childhood**, *p.52*

Children happily create their own basic inner order during early childhood – a mental structure of thought and habit which is vital for all later learning and intellectual development. The Montessori environment supports this developing inner order by providing a condition of calm, simplicity and organization which is intimately absorbed within the child by its constant activity and interaction with others and physical objects. When such order is truly established, children become able to happily obey the direction and guidance of adult authority.

Able to Obey

> *"...a child...responds promptly and with enthusiasm, and as he perfects himself in the exercise, he finds happiness in being able to obey."*
>
> **Dr. Maria Montessori**
> *from* **Discovery of the Child**, *p.317*

By exercising its own will in self-directed activity, the young child acquires the ability to freely obey others. Montessori teaching enables children to happily develop such obedience by allowing them to choose their own activity from an assortment of orderly, well-organized materials. When children show their happiness in this activity, we have some definite indication of the correctness of our endeavors on behalf of their *"normalized"* development.

Correctness of our Endeavor

> *"We can take as a guide to the correctness of our endeavors upon the child, the happiness of the child itself. In other words, we should try to make the child happy. That means simply to give the child the only possible happiness that we can give him, the happiness of being able to grow..."*
>
> **Dr. Maria Montessori**
> *from* **Voice**, *19 Nov., 1941, b-c*

When children seem happy in the environment, we can observe the successful results of our efforts for the *"normalized"* child. Within ourselves, we also have an inner guidance by reference to the three fundamental Montessori principles; i.e., (1) *"Observation"*; (2) *"Individual Liberty"*; and (3) *"Preparation of the Envi-*

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Healing Inner Child

Cont'd. from Page 1, Col. 2

supervise. Bradshaw remarks about these old wounds that *"what you don't work out will be acted out"*. *"Working out"* the wounds of the *"inner child"* requires a grieving of painful loss in the past – a constant aspect of the vital *"inner preparation"* which is integral to being a true Montessori teacher with children.

In his workshops in the highly-acclaimed Public Television Series *"Homecoming"*, Bradshaw uses guided imagery to help adults trigger and release their unresolved painful childhood experiences – to *"grieve"* the pain of past abandonment and unfeeling parental behavior in one's own life as a little child. By visualizing a little child in circumstances of one's own early childhood, powerful feelings of helplessness, pain and grief can be re-lived and completed in the present moment – to enable us to more freely act in the spontaneous, supportive manner of true Montessori teaching.

Without doing this *"grief work"* for one's own *"inner child'*, Bradshaw suggests that the children we supervise today must take on the characteristics of our own inner fears, pain and anger from the past. By completing our *"grief work"* from childhood, Montessori teaaching becomes more effectively focussed on the child as an *"unknown entity"* – to allow its own true *"normalized"* nature to fully emerge in reality

For more information about John Bradshaw's work, contact: ***Bradshaw Events, Inc.,*** *1760 High St., Denver, CO 80218, Tel. 800-323-3394*

Arousing Interest

Cont'd. from Page 1, Col. 3

teacher can arouse some interest in positive activity, the child may well feel itself abandoned to its various destructive impulses for negative stimulation and disorder with others.

Teachers can practice the skill of communicating interest in the physical environment, even when the ordinary activities of work with materials is opposed by the child. One such means may be to speak with children about anomalies in the environment.

An anomaly, i.e., anything that is irregular, uneven or incongruous, presents one with a possible *"point of contact"* with the environment. By questioning the reason for some anomaly; e.g., *"Why did you wear a red shirt today?"*; *"Why did you bring your sweater today?"*, the child is challenged to the task of creative thinking. If the teacher assumes that everything is anomalous, there is no end to the possible range of inquiry and interest to present to the child.

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Happiness

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Happiness

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ronment". These three guiding principles serve as our inner control of error to assure the happy education for children envisioned by Dr. Montessori.

Happy Education

> *"Through long experimentation we have now arrived at much elimination of error, and the possession of a key which can unlock for children the gates of a healthy and happy education."*
>
> **Dr. Maria Montessori**
> *from* **To Ed. the Human Pot.**, *p.118*

Children are naturally happy in their learning from moment to moment. Montessori teachers work for this happy new education by offering real *"individual liberty"* in a well-ordered environment – a way of being committed to the three fundamental Montessori principles. The result of this new way of being is the emergence of the universal truth of the *"normalized"* child – a beacon of hope for the true happiness of all mankind.

Voice *refers to* **The Voice of Dr. Maria Montessori, Lectures,** *Madras, India, 1941-42,* Publ. by Joy Hardinge, RR5, Box 1073, Winding Hill Rd., Sussex, NJ, 02461, Tel. 201-875-9196

Misinterpretation of Motives

> *"In the majority of cases the friction between children and adults is due to the misinterpretation of each other's motives. This happens because – psychologically speaking – they live in different worlds."*
>
> **Dr. Maria Montessori**
> *from* **Her Life and Work** *p.257*

Moment of Peril

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support for more goal-directed, independent behavior.

As the child becomes more interested in its own independent activities, interest in the teacher's activity and abuse of the materials will diminish and disappear. By concentrating itself on some freely chosen object of interest, the child will then come into more orderly *"normalized"* relationship with others in the environment.

Playing with the Teacher

Four-year old Steven becomes playful in touching other children. At times, this playful touching becomes rather rough and threatens physical harm of the other children. When the teacher intervenes, Steven starts to crawl up on and poke at the teacher in a fit of playful laughter. When the teacher directs the child to stop and turn attention to proper goal-directed activity, the child continues on playing with the teacher by running around the room and otherwise taunting the teacher to react. *What to do?*

Answer in **Observer**, *November, 1992*

Arousing Interest

Cont'd. from Page 3, Col. 3

Even the most simple question can offer the child a *"point of contact"* with the environment – some interesting aspect of the environment that will lead the child to its own path of discovery, inquiry and constructive activity with materials. Once a single object captures the child's interest and attention, other aspects of the environment become more "interesting" – so that the child can proceed thereafter with its own further inquiry into other anomalies in the environment.

Trust Tutoring

Cont'd. from Page 1, Col. 1

submitted to *Trust Tutoring* for later follow-up, analysis and re-evaluation. One of the first three written reports is an *"initial evaluation"* to further determine the most favorable format and approach for tutoring. In this way, there is a constant supervision and a basic structure to help assure the most favorable circumstances for progress and successful results.

By engaging teachers and students in so many different learning situations, *Trust Tutoring* touches many persons and schools with its communication for Dr. Montessori's *"new education"*. Tutors and parents see first-hand the benefit and value of individual learning, and may then apply this knowledge to other aspects of their life and educational experience.

Trust Tutoring has an organizational format which can be easily adapted for successful operation outside the Washington, D.C. area. Havis states that "as our basic approach is validated by success in this first local program, we will extend our efforts to other metropolitan areas. Major urban centers in the United States have a diversity of learning resources and population which is most favorable to our type of comprehensive service.

Havis indicates that the initial response to the Washington, D.C. area program is already demonstrating the need and interest for this type of educational program in the community. He states that "I would like to get in contact with qualified persons who are interested in offering this tutoring program in other major urban areas – to expand our efforts to the next level of its possible operation.

For further information about *Trust Tutoring*, contact: Lee Havis, trustee, *Trust Tutoring*, 6812 Dartmouth Ave., College Park, MD 20740, Tel. (301) 589-0733

November, 1992 *Vol. XIII, No. 4*

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The Montessori

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Memory

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Participants during lunch break at the "Creating the New Education" conference in Columbia, South Carolina (November 7-8, 1992)

Montessori Conference in South Carolina

. . . November 7-8, 1992

On November 7-8, 1992, the Society conducted its *"Creating the New Education"* conference in Columbia, South Carolina. Teachers and parents from Georgia, South Carolina and Florida attended this free-flowing discussion of *"how to be "* with children to support their full *"normal"* development.

Led by **Lee Havis**, the conference discussion focussed attention on how the adult could be in *"observation"* of an entire group of children while still being effectively engaged with a single *"hub"* child. Havis indicated that observing children one-by-one is a delicate process that is often disturbed by the various reactive tendencies and limited perceptions of one's own *"personality"*. He stated that "while dealing with a single child, teachers may become distracted by the *'acting out'* misbehavior of other children. Then, the teacher may feel compelled to leave the first child in an effort to resolve some other more serious misbehavior elsewhere. However, if the teacher can stay with the original scenario to complete its cycle of activity – a valuable connection with the total environment may well be established. By serving the needs of a single child, the whole group of children is favorably effected."

The conference participants also considered how a teacher can gain the cooperation of *"other children"* while still remaining firm for the resolution of a single *"hub"* child. Havis stated that "all problems with individual children have a *'social'* component in their ultimate resolution. This means that verbal communication with *'other children'* and social conventions in the possession of objects are vital aspects of each child's own individual development of personality and basic intellectual learning."

Before and after the conference, Havis personally visited and consulted with the staff of the **College of Early Learning** *(Columbia, South Carolina)*. The College provided the primary local coordination and support for this and other prior Society conferences in the Columbia, South Carolina area. For further information about scheduling a similar Society conference in this area, contact College of Early Learning, P.O. Box 711, Columbia, South Carolina 29202, tel. (803) 772-3317.

◆ ◆

Pitigala named to Review Committee

In October, 1992, **Grkilda S. Pitigala** was named to serve on the Society's *"Review Committee"* which helps oversee the accreditation of its Montessori teacher education program. Mrs. Pitigala (Arlington, Virginia) brings to this three-member committee her experience of over 20 years of Montessori teaching in both her own native country of Sri Lanka as well as in the United States.

Mrs. Pitigala's background includes specialized teacher education from the Depart-

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Linkages and Transitions in Early Childhood Education

On November 5-6, 1992, a *"National Policy on Early Childhood Education"* was held in Washington, D.C. to discuss and improve the *"linkages and transitions"* between early childhood programs and elementary schools. Sponsored jointly by the U.S. Department of Education and U.S. Department of Health and Human Services, the forum extended the similar dialogue on this topic which was originally raised in the first such forum in September, 1991. Attending this latest forum were representatives from diverse public and private educational organizations throughout the United States including various Head Start programs, local public school districts, universities, parent groups, and licensing agencies. **Lee Havis** attended as representative of the International Montessori Society.

The forum included presenters, seminars and workshops to consider how early childhood programs could be better coordinated with elementary schools to assure a greater support for the child's whole development; intellectual, psychological, physical, emotional. One speaker, **Mr. Martin Gerry** (Assistant Secretary for Planning and Evaluation, Department of Health and Human Services) emphasized the primary overriding goal of assuring a *"permanent and nurturing family for the child's development"* – and that all services for children should provide *"ready access for support"* to meet this primary goal.

Mr. Gerry noted also that a systems approach, rather than implementing separate *"programs"*, would seem most likely to meet the indicated goals. He indicated that a change of approach is needed from the present assortment of separate government programs for children. Four areas of needed change were indicated as: (1) de-catagorize eligibility for government services, (2) support voluntary, private programs, (3) assure accountability by measurement/evaluation of outcomes, and (4) focus on family strengths.

Mr. Havis noted the difficulty of achieving substantial change for a *"systems approach"* without decisive political action and positive leadership for this purpose through appropriate legislation. He specifically pointed out that "special interests are build into the present programatic approach, with competing and conflicting concerns for jursidictional control and government jobs. This is the reason for the gridlock against change which is reflected by the overlapping functions and ju-

Cont'd. on Page 4, Col. 3

Montessori Observer, November, 1992

Memory

By Lee Havis

> *"Conscious memory, how blurred and indefinite are its impressions; . . . the unconscious - or sub-conscious - mind remembers everything, so memory takes on the aspect of a vast mystery, needing close study for its elucidation."*
>
> **Dr. Maria Montessori**
> *from* **To Educate the Hum. Potential**, *p.19*

Memory enables us to learn from the past – to analyze and correct our continuing errors with children so that their true *"normalized"* nature can emerge in complete harmony with the environment. Through memory, we can recognize the repeating patterns of prejudice, repressive thoughts and reactive tendencies in our *"personality"* – to expand our knowledge and insight about the three fundamental Montessori principles; i.e., (1) *"Observation"*; (2) *"Individual Liberty"*; and (3) *"Preparation of the Environment"*. Regrettably, we often forget these principles in practice when powerful negative feelings and passions overcome our conscious desire for Montessori teaching with children.

Passions Overcome

> *"We cannot become moral by committing codes and their application to memory, for memory might fail us a thousand times, and the slightest passion might overcome us."*
>
> **Dr. Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p.326*

When emotions overcome us in the present moment, we can easily forget to follow Montessori principles with children – instead, to *"act out"* the hidden drama of fears and mistrust from our own early childhood past. At such times, we feel only the emotional turmoil and unmet needs of our wounded *"inner child"*. How can we remember the reality of that earlier *"normal"* child who actually formed us?

The Child who Formed us

> *"We do not admire or even give a thought to that child who formed us. Why? Because we cannot remember anything about him. We are not conscious of anything that happened during that time . . ."*
>
> **Dr. Maria Montessori**
> *from* **Voice**, *Nov. 12, 1941. p.6*

Distorted by an inner drama of unmet emotional needs, memory of our true *"normal"* nature is imperfect and limited at best. We tend to remember our past only through the filter of our *"personality"* with all of its various patterns of limited thought and reactive tendencies. We therefore remain largely unaware of those events which formed our personality before the beginning of memory at about the age of three.

Beginning of Memory

> *". . . development continues till the child is three . . . as a part of life which falls into oblivion . . . on the one side are happenings we can no longer remember: on the other side is the beginning of memory."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p.165*

"Memory" requires that type of conscious awareness which is possible only after a certain basic mental structure has been formed. Before the age of three, events are only vaguely associated with emotional phenomena such as confusion, fear and sadness. At the unconscious level, we nonetheless retain traces of all of our past experiences in what has been called the *'mneme'*.

The "Mneme"

> *". . . sub-conscious memory . . . is called the 'Mneme' . . . Only a small part of the mneme penetrates the conscious limits, and that part is what we call memory. All the experiences through which an individual passes in life are retained in the mneme, not only the infinitesimal part that enters the consciousness."*
>
> **Dr. Maria Montessori**
> *from* **To Educate the Hum. Potential**, *p.20*

The *"Mneme"* retains a complete, accurate record of all our past – stored within us as traces of prior experiences from the moment of birth. Largely unconscious, this comprehensive library of past events is a valuable resource of useful knowledge – a means of solving the most complex problems in our lives today as the unconscious mind works for this purpose during restful periods of meditation or sleep. In early childhood, the *"mneme"* is built up by registering our experiences as an integral aspect of our basic mentality.

Registering

> *". . . the child does not understand all he is registering but he registers. But it is not that he remembers, because memory is conscious and this function of registering is unconscious."*
>
> **Dr. Maria Montessori**
> *from* **Voice**, *10 Dec. 1941, p.a*

The young child's *"absorbent mind"* registers within itself all experiences which are encountered in the environment – to integrate these experiences into the very fabric of our being as *"personality"*. Such registering occurs without the child's conscious effort – to build up its entire basic mental structure of thought, reasoning and understanding. Memory is thereby incorporated by registering itself into the total unity of the child's whole being.

A Unity

> *". . . the mind is unity, a whole, not divisible into a number of separate mental faculties, such as Memory, Reason, Attention and Association of Ideas, each to be consciously trained."*
>
> **Dr. Maria Montessori**
> *from* **To Educate the Hum. Potential**, *p.19*

The young child absorbs its total environment to form a single unitary being with all of its many diverse and interrelated aspects. Mental qualities such as attention, will and character work together with memory for the single purpose of adapting the child to its entire surrounding environment. The substance of such memory is a vast array of interrelated traces of experience from our past.

Traces of Experience

> *". . . In order to gain something from life, we must retain traces of experiences undergone, and here comes memory to our aid."*
>
> **Dr. Maria Montessori**
> *from* **To Educate the Hum. Potential**, *p.19*

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Look for the
March Observer
featuring
Individuality

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Lee Havis, Executive Director

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Moment of Peril

Playing with the Teacher

from **Observer**, *September, 1992*
by Lee Havis

The child who manipulates the teacher (whether physically or verbally, or both) is *"playing"* in a way that implicates the detrimental influence of the *"adult personality"* (***see* Observer**, *September, 1992*). Controlling the *"adult personality"* in this situation is then essentially a matter of detaching oneself from the undue emotionality that has been built up in the adult-child relationship.

In such a *"moment of peril"*, the teacher is unaware of the cause of the child's *"playing"* manipulation and her judgement is clouded by an inner state of considerable emotional distress, confusion and embarrassment. To *"control"* one's personality therefore requires a very delicate type of creative action; i.e., to detach one's being from that of *"personality"*.

One way to accomplish this detached type of being is to create an alternative expansive being; e.g., by thinking about the phrases (1) *"Observation"*; (2) *"Individual Liberty"*; and (3) *"Preparation of the Environment"*. However, if the emotional attachment is too great, this simple *"thinking"* action may not be enough. When overwhelming emotions are in turmoil, even such expansive words as *"observation"* may bring only empty gestures; e.g., a frozen, vacant stare or totally passive inaction.

When the *"adult personality"* is primarily detrimental, our emotional state is acting out our own wounded *"inner child"* – and this is taking place at a pre-verbal level of pure emotion. Saying words at this time may fail to detach from this inner emotional turmoil, leaving the child effectively *"abandoned"* in its continuing *'acting out'* fantasy.

Another means of detaching from one's emotional state of *"personality"* is by being aware of one's own wounded *"inner child"*; i.e., the metaphor for one's total hurt and confused emotional state. (***see* John Bradshaw, "Healing the Inner Child"**, *Observer, September, 1992*) This awareness may effectively distinguish one's *"adult"* being from that of the wounded *"inner child"*. As a comforting *"adult"* parent, one can speak to this wounded *"inner child"*; e.g., "I know you are feeling confused, afraid and alone, but I am here with you now to take care of you. I am working this out, so you don't have to worry." In this way, the teacher's own *"inner child"* is comforted in much the same way as one might comfort any other child in the group.

With a more calm, poised and *"centered"* being, the teacher may then be able to take the *"adult"* action that is necessary to resolve the particular *"playing"* behavior at hand; e.g., to bring attention to some aspect of reality ('look at this'); or asking some useful question ('what are you doing?'). As the child is brought into contact with reality in this way,

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Memory

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Learning and understanding occurs when we relate our present-moment being with a trace of some previous experience. Awareness of these relationships gradually build up a web of knowledge that enlarges our capacity for successful functioning in many new and strange situations. Scientists study the formation of these traces of experience; i.e., *"engrams"*, to improve our capacity for knowledge, intelligence and learning.

Engrams

> *". . . it is not the experiences in themselves, but the traces of them left behind in the mneme, which make a mind powerful, such traces being know as Engrams."*
>
> **Dr. Maria Montessori**
> *from* **To Educate the Hum. Potential,** *p.20-21*

Forming *"engrams"* in the mind is the basis for expanding intelligence and mental capability. As such engrams arise from goal-directed experiences, the young child takes on the character and nature of *"normalized"* being; i.e., independent, self-disciplined, poised, orderly, self-confident, sympathetic towards others. This *"normalized"* development is considerably enhanced by the child's active classification of diverse objects and patterns in its environment.

Classification

> *". . . classification . . aids the memory."*
>
> **Dr. Maria Montessori**
> *from* **From Childhood to Adolescence,** *p.39*

The Montessori environment contains materials arranged for classification by size, shape, color, function, etc., so that children can develop an accurate and resourceful memory. As *"engrams"* of these classification experiences are formed, the young child becomes more able to employ its memory to solve may challenging new problems. Adults too can acquire *"engrams"* for effective Montessori teaching by experiencing the pertinent essential phenomenon of the *"normalized"* child.

A Phenomenon

> *". . . it is difficult to obtain of the teacher a wholehearted concordance with the technique, before she has actually witnessed a phenomenon . . ."*
>
> **Dr. Maria Montessori**
> *from* **Voice,** *21 Jan., 1942, p.7*

Beginning with an awareness of the central phenomenon of the *"normalized"* child, adults continue their *"inner preparation"* for Montessori teaching as a process of constant renewal and memory of this transcendent experience. Such *"inner preparation"* develops through experience and constant consideration of *"how to be"* in accordance with the three Montessori principles. Montessori teachers must constantly analyze their *"being"* in each new problem

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Disobedience

By Lee Havis

> *". . . the child may or may not obey, one can never be sure about it . . . Often disobedience is due to the fact that he does not know how to do a certain thing, that he is not sure of an action."*
>
> **Dr. Maria Montessori**
> *from* **Voice of Dr. Maria Montessori,**
> *8 January, 1942, p.A*

Leaving aside coercive threats, punishment and neglectful *"abandonment"*, Montessori teachers must deal with a child's disobedience with respect for the underlying *"normalized"* child. However confused and frustrated may be one's emotional state, the Montessori teacher must find a solution for the child's *"disobedience"* by controlling some aspect of the environment.

When adults misinterpret *"disobedience"* as willful and intentional, they may be falsely assuming that the child understands or knows what is proper to do in the situation. At such times, we may completely fail to notice that our words and actions are too complicated for the child's level or understanding. Then the child stops paying attention to the teacher's direction, and the adult's confusion and frustration becomes even more intense and distressful.

One effective response to a child's disobedience may be to *'simplify'* our directions and communication with the child; to slow down our words and actions. In this way, we avoid the complexity of abstract reasoning, attending instead to basic physical actions. A phrase such as *"take my hand"* may be much more useful in resolving some disobedience than *"handle that carefully"*.

Left to right, Kathy Macedon, Glenn Harrison and Christie Roddey during break at conference in Columbia, South Carolina

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Memory

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Teacher showing trinomial cube to children at College of Early Learning (Columbia, South Carolina)

Pitigala

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ment of Education in Sri Lanka. In addition, she holds a diploma in Montessori teaching from Woodlands Training Center (*Sri Lanka*). In the United States, she was recently awarded a C.D.A. credential for her continuing work and preparation to supervise young children in a Day Care setting.

The Society believes that Mrs. Pitigala will lend a uniquely valuable and insightful perspective to the important work of its Review Committee – to maintain the high standards of excellence in the Society's Montessori teacher education program. Mrs. Pitigala recently participated in proceedings of the Review Committee to consider the Society's self-study report and other program documentation. The Committee is presently preparing its formal recommendation for accreditation for submittal to the Society's Advisory Committee.

Moment of Peril . . .

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the undue attention and distracting emotional presence of the *"adult personality"* is effectively controlled and reduced in intensity. Then, the child becomes more able to return to its normal state of goal-directed work with the physical objects and other children.

Individual or Group

As the teacher is showing some object to three-year old Jerry, several other children begin to race around the room, threatening physical harm to each other. The teacher does not want to leave Jerry to attend to the other children because she believes that Jerry would then lose concentration and become distracted to the disorder of the other children. And yet, she feels concern for the potential harm that might occur because of her inattention to the other children. *What to do?*

Answer in **Observer,** *March, 1993.*

Linkages and Transitions

Cont'd. from Page 1, Col. 3

risdiction of the two departments which are sponsoring this forum. The Society believes that *'educational choice'* for parents is the best means to assure quality and program coordination for the benefit of the individual child's development. To this end, vouchers and tax credits may be given to dependent, poor parents who need government assistance for their children – to choose the particular services they need from the available private options."

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Memory

Cont'd. from Page 3, Col. 2

situation with children; to con it lightly so that the solution will eventually reveal itself in the emergence of the *"normalized"* child.

Con it Lightly

> *". . . we are now advised not to labor at memorizing some important piece of work, but rather to con it lightly and then set it aside without quite forgetting it, so allowing the engrams time to organize themselves in concentration."*
>
> **Dr. Maria Montessori**
> *from* **To Educate the Hum. Potential,** *p23*

Complex, frustrating problems with children do now yield to a quick or easy solution. When faces with such a problem, if we can *"con it lightly"*, the solution will eventually reveal itself as a result of our steady, committed process of expanding awareness of the three Montessori principles. Observing young children develop their *"normal"* memory in complete harmony with their environment, teachers and parents can recall their own inner *"normalized"* child – to use this memory to sustain their continuing committed work for the *"new education"* in the world.

March, 1993 *Vol. XIV, No. 1*

IMS

The Montessori

OBSERVER

Individuality

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Educational Choice Meeting in Washington, D.C.

On December 15, 1992, the executive committee of **Americans for Choice in Education** *(ACE)* met at the Heritage Foundation in Washington, D.C. to discuss strategy and how to better continue implementation of the parents' school choice reform in view of the new U.S. federal government administration. The committee meeting was led by ACE vice-chairperson **Mae Duggan** and included the participation of some 36 persons from many diverse groups and backgrounds in the United States. **Lee Havis**, ACE president, participated also as a representative of the International Montessori Society.

Curran Tiffany *(National Association of Evangelicals,* Washington, D.C.), spoke out against the *"uniformity of accreditation"*, indicating his concern for regulation of private schools by the state or federal government. **Charles Richardson** (*Literacy Council,* Huntington Station, NY) underlined this concern by reminding the group of "the danger of private schools becoming public schools in the event of school choice." He indicated that we should take precautions to avoid this from happening.

Cont'd. on Page 4, Col. 3

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"Bulk Mail" Subscription for Montessori Publications

In December, 1992, the Society initiated a new *"bulk mail"* subscription program for schools to receive the Society's regular publications, ***"Montessori Observer"*** and ***Montessori News"***. For a cost of only $3.00 per person (*minimum order, 50*), the publications are mailed to the subscribing school in a single package at their regular dates of issue: *Montessori Observer*, four (4) times per year: March, May, September and November. *Montessori News*, the Society's eight-page newspaper, two (2) times per year, Spring and Fall. Schools can initiate the program for a one-year term at any time during the year.

Schools that cannot directly budget the entire amount for their parents may still wish to invite parents to *'sign up'* individually and contribute the $3.00 amount themselves. A *"sign up"* sheet, with sample copies of the publications to

Cont'd. on Page 4, Col. 2

Meeting for Educational Choice in Washington, D.C. - December, 15, 1993

Inclusive Accreditation for Montessori Teacher Education

. . . . progress update

Since 1979, the Society has consistently supported the concept of an inclusive *"umbrella"* accrediting agency for Montessori teacher education – to engage in a useful exchange of ideas and to expand supportive communication throughout the entire Montessori community. Likewise, the Society has opposed any government recognition of a single *non*-inclusive accrediting agency in Montessori education. ***See* Observer**, *May, 1987*. The Society believes that official government recognition of this type of *exclusionary* accreditation would tend to discourage creative diversity, innovative and meaningful communication in the Montessori community. In 1989, the Society therefore urged patience in the process of setting a definite *'time-table'* for any formal establishment of such an umbrella agency – favoring instead a resolution of all significant issues beforehand through open discussion and *"consensus"* decision-making among all interested parties.

In December 1989, the Society specifically reiterated its opposition to the impending formation of an exclusionary *"umbrella"* accrediting agency in the field – emphasizing again its concern for the detrimental consequences of such an agency being officially recognized by the government. Despite this expressed concern and the lack of consensus on such crucial issues as basic standards, procedures and voting participation, such an exclusionary agency has nonetheless now been formed and appears intent on submitting itself for official government recognition. To balance the detrimental effects of this exclusionary type of accreditation, and to assure the availability of an inclusive *"umbrella"* alternative, the Society is now renewing its active initiative on behalf of a specific proposal for this purpose.

In January, 1993, the Society renewed its invitation to join in the creation of a new inclusive Montessori *"umbrella"* agency. Thus far, the following organizations have expressed definite interest: Woodlands Training Centre for the Montessori Method of Education *(Sri Lanka)*; Peter Hess-Stiftung *(Germany)*; Maria Montessori Rio Grande Valley Teacher Training Center *(Brownsville, TX)*, London Montessori Centre (M) SDN.BHD. *(Malaysia)* and International Montessori Society *(Silver Spring, MD)*.

The original working papers for the proposed agency were prepared by **Lee Havis** in 1977 and were based on a similar type of successful existing *"umbrella"* model for the allied health professions *(CAHEA)*. The CAHEA agency has conducted its *"umbrella"* accreditation activities for health care professionals for many years – providing a useful means of program review and supportive communication for a wide range of diverse interests and needs in the health care field.

The present inclusive Montessori *"umbrella"* proposal in now being sent to all interested parties for their comments and suggestions. Consisting of a set of basic operating documents, standards and organizational structure, this detailed proposal has undergone substan-

Cont'd. on Page 3, Col. 1

Individuality

By Lee Havis

> *"There is only one real biological manifestation, that of the living individual; and education . . . should be directed towards these individuals as they are observed one by one."*
>
> **Dr. Maria Montessori**
> *from* **Discovery of the Child,** *p.61*

Montessori teachers must supervise a group of children with a most delicate regard for each child's uniquely developing *"individuality"*. From the moment of conception, such *"individuality"* is constantly evolving from the child's own distinctive inner plan of creation; i.e., a state of *"normal"* being in complete harmony with one's own time, place and group. Returning the young child to this state of true individuality, *"normalization"* is the central focus of Montessori teaching during the formative epoch of early childhood life.

This Epoch

> *"The individualities form the society, and it is this epoch of which we are concerned that the individuality is formed by the child."*
>
> **Dr. Maria Montessori**
> *from* **Voice,** *22 Jan. 1942, p.11*

From birth to about age six, the young child acquires its own distinctive language, social habits and personality traits – a uniquely individual way of being with which one becomes closely identified for life. To nurture this *"normality"* during the early childhood epoch, the adult must patiently respond to each child's individual interests, instincts and needs for self-constructive interaction with the environment. Emerging at times with great intensity of feeling and action, these spontaneous expressions reflect the child's self-image of being the center of the universe.

Center of the Universe

> *". . . the child . . . is in the process of forming his own individuality, he therefore sees himself as the center of the universe."*
>
> **Dr. Maria Montessori**
> *from* **Voice,** *19 Jan. 1952, b*

The self-centered young child must still have the support of a *"prepared environment"* which respects the interests and needs of others in the group. Montessori teaching must therefore constantly respond and act in each situation with children from the perspective of the total group situation – to balance the fundamental principles of *"preparation of the environment"* with each child's *"individual liberty"*. This experimental balancing approach to the total group situation must still view each child as an *"unknown entity"* – to respect and recognize its inherent being as a true individualist.

An Individualist

> *". . . the child is not selfish. He is an individualist and his whole strength is towards building up his individuality, therefore it has the appearance of being selfish."*
>
> **Dr. Maria Montessori**
> *from* **Voice,** *15 Jan. 1942, b*

Although apparently stubborn and selfish at times, the young child's behavior is nonetheless working out an inner plan for harmony and order with others. Superficial disharmony with immediate group interests is just *"acting out"* the child's unconscious emotional needs for love and attention from the environment. Even as its own individuality is slowing forming within through these spontaneous interactions with the environment, the young child tends to view others essentially as a whole without distinctions.

A Whole without Distinctions

> *". . . the child . . . remembers all the people around him, and thinks of them as a whole without distinctions."*
>
> **Dr. Maria Montessori**
> *from* **Voice,** *19 Jan. 1942, f*

From infancy, the ego-centric young child tends to view others in the environment as *"objects"* for its vital sensory stimulation and development. Not until language and personality more fully develop does the child finally recognize others for their distinctive place and separate identity from oneself in the social group. Recognition of individuality in others develops slowly as one's own individual being is nurtured by a warm and comforting maternal love.

Maternal Love

> *". . . individuality in order to develop takes years and years, and that is why maternal love . . . lasts among human beings a life-time."*
>
> **Dr. Maria Montessori**
> *from* **Voice,** *22 Jan. 1942, G*

The infant particularly needs to feel a very personal attention and caring from others – to become conscious of its own special self-worth and value. With such supportive maternal love, the young child gradually acquires an inner poise and balance which enables its later more elevated forms of expressing true individuality. In time, the child becomes less dependent on the maternal relationship, to find its own way in life with others through the long process of adaptation.

Adaptation

> *". . . Each man must prepare for himself an adaptation which is not given by heredity. He must prepare his own adaptation. This is the great difference between man and animal."*
>
> **Dr. Maria Montessori**
> *from* **The Meaning of Adaptation,** *p.3*

From the moment of birth, human life must adapt itself to a challenging new environment – far beyond the passive state of being in the mother's womb. Now, such adaptation requires the child to negotiate and adjust itself to many new dangers and difficulties which arise in ordinary family and social life. Individuality must now ordinarily develop in the face of considerable chaos, danger and confusion – the battle-front of daily living and being with others.

Battle-front

> *"The individual treads the path of life, beset with dangers on all sides; Life is a veritable battle-front; one may come through but be crippled or scarred. . ."*
>
> **Dr. Maria Montessori**
> *from* **To Educate the Hum. Potential,** *p.119*

Cont'd. on Page 3, Col. 2

Look for the
May Observer
featuring
Confusion

The Montessori Observer
ISSN 0889-5643

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Lee Havis, Executive Director

The **Montessori Observer** is mailed four times each year to Society members throughout the world. The *Observer* is sent during the months of March, May, September, and November. The purpose of this publication is to provide news and information about the development of Montessori education to extend awareness of Montessori principles and to promote harmony within the Montessori community.

INTERNATIONAL MONTESSORI SOCIETY

The International Montessori Society is sponsored by Educational Services, Inc., a non-profit corporation organized in Maryland, U.S.A. The Society's purpose is to support the effective application of Montessori principles throughout the world.

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SUBSCRIPTION

Subscription to this *Observer* publication may be obtained by requesting Society membership which is open to all individual for a $20 annual fee. Society members also receive a subscription to the *Montessori News*. Send request for membership benefits.

ADVERTISING

Advertising space is available for services and products relating to Montessori education. Marketplace ads are $7/line. Position and Placement ads are $10 each and will be set and edited by the Society to conform to space requirements. Write for the Society's advertising outline as to rates and other information about design advertising.

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Moment of Peril

Individual or Group

from Observer, November, 1992

by Lee Havis

The teacher who is working with one individual child while others are in a state of considerable *"disorder" (see* **Observer,** *November, 1992)* must judge what action to take from the perspective of the *"total classroom"* environment. In such a *"moment of peril"*, effective action must balance and harmonize one's being with respect to both the individual child and the total group situation – to decide whether to leave the individual child to attend to the *"other children"* or to remain with the individual child to help complete its particular cycle of activity.

In this scenario, the *" hub"* child is the central focus of the misbehavior of the other children. From the perspective of the *"total classroom"*, the attentive individual child is one of the *"other children"* who must be removed as a detrimental influence.

In general, the best *"rule of thumb"* for resolving any disorderly situation must consider what action involves the least possible movement and physical activity of the teacher; e.g., eye contact, a gesture, a brief word rather than direct physical contact and control. The best action here then is to gently re-direct the disruptive *"other children"* to reality while the adult's physical presence remains with the original individual child. In this way, the teacher's activity with the individual child is only briefly interrupted by a momentary glance, gesture or word to the *"other children"*.

If this initial brief interruption and redirection does not allow the *"other children"* to disengage from the scene of disorder, a more *"intrusive"* type of interruption may be necessary; e.g., perhaps to call the *"other children"* over to the teacher to watch what she is doing

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Inclusive Accreditation

Cont'd. from Page 1, Col. 3

tial revision since 1977 through extensive consultation and discussion among many Montessori practitioners, groups and teacher educators in the field. Following consensus agreement on the particulars of this proposal, an organizational meeting will be scheduled to formally initiate the agency's operation and accreditation activity.

For further information, to participate and/or to receive a copy of the inclusive *"umbrella"* proposal;, contact: IMS, 912 Thayer Ave., Silver Spring, MD 20910 (Tel. 301-589-1127).

Individuality

Cont'd. from Page 2, Col. 3

The individual's normal creative action must invariably encounter and engage the battlefront of ridicule, contempt, disregard or even possibly, the threat of physical annihilation. Such individual self-expression is constantly at war with massive prejudices and repressive social forces which reactively oppose anything new, different or even just "unknown". As ever, progress to overcome these entrenched repressive forces can only be achieved through the courageous actions of a single individual – the crystallization point for all vital new growth and fundamental change in human society.

The Crystallization Point

> *"The crystallization point of hundreds of intellects is in the person of one man, who expresses something strikingly useful or discovers new knowledge."*
>
> **Dr. Maria Montessori**
> *from* **To Educate the Hum. Potential,** *p.81*

Individuality must ultimately become realized in some specific purposeful event and action in time – a crystallization point which defines and affirms one's unique opportunity to serve the overall process to life. A single act of courage may then represent a starting point for vast new human destinies in the world. The progress and well-being of all humanity therefore critically depends on each one's ability to follow their own unique path of development.

Path of Development

> *"It is not in human nature for all men to tread the same path of development . . . Every human personality has its own way of doing things."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind,** *p.114*

"Normalized" children work together in group harmony as each participating personality is allowed to follow its own unique path of development. Likewise, any successful functioning of the whole is invariably opposed by repressive group uniformity, narrow standards and arbitrary, rigid rule-making which excludes or otherwise limits the full range of individual creative diversity. With adults as children, individual differences must be carefully respected and reconciled as the responsible educator acts to resolve each new problem situation in the group.

The Educator

> *". . the educator should seek the development of the individuals forming that class."*
>
> **Dr. Maria Montessori**
> *from* **Voice,** *12 Jan. 1942, a*

Montessori teaching manages the entire group by effectively serving the interests and needs of each individual child. Sometimes passive and observing, and at other times, outspoken and lively, the true educator is constantly looking for the *"normalized"* child to arise from one's commitment to such fundamental

Cont'd. on Page 4, Col. 2

Book Review

The Voice of Dr. Maria Montessori

Lectures, Madras, India (1941-1942)

***By**: Joy Hardinge*

***Publ. by**: Joy Hardinge (Sussex, New Jersey); 1992*

In 1992, **Joy Hardinge** finally revealed her *"secret"* communication from Dr. Montessori – now offered to us in her publication *The Voice of Dr. Maria Montessori.* This set of lectures by Dr. Montessori was compiled by Hardinge during her attendance at a teacher education course conducted by Dr. Montessori at the Theosophical Garden Campus *(Adayar, Madras, India)* from November, 1941 to January, 1942. While attending each lecture, Hardinge carefully transcribed by shorthand Dr. Montessori's verbatim communication – words spoken in Italian by Dr. Montessori and then spontaneously translated into English by **Mario Montessori** (referred to in *The Voice* as Dr. Montessori's *"nephew"*).

Any knowledgeable student of Dr. Montessori's other published writings will immediately recognize the authentic content of *The Voice* – Dr. Montessori speaking to students with her familiar expressive style, manner and precise presentation. *The Voice* allows us to *"listen"* to Dr. Montessori as if we were actually there – to feel the flow of intimate, immediate communication with all its distinctive spontaneity of expression. The reader senses the authentic nature of Hardinge's faithful transcription, which likewise confirms and reinforces Dr. Montessori's unfailing commitment to the *"normalized"* child and her uniquely spiritual approach to education.

While other published writings of Dr. Montessori; i.e., *The Absorbent Mind,* have been based on Dr. Montessori's lectures in India while she was interned there during World War II, *The Voice* seem to capture an unparalleled measure of immediacy and intimacy in her actual verbal communication with students. Despite some occasional spelling and grammar errors and somewhat difficult page numbering, *The Voice* compels the reader's attention with its intriguing conversational tone – as if hearing the voice of Dr. Montessori herself! Hardinge's publication is not only valuable as an historical document but also significant as a research tool for study of Dr. Montessori's expansive thoughts and ideas about children and education.

Could there exist yet more undiscovered *"secret"* communications from Dr. Montessori? –

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Vol. XIV, No. 1
March, 1993

Individuality

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Moment of Peril

Cont'd. from Page 3, Col. 1

with the individual child. If this *"calling"* action is not effective to disengage the *"other children"*, and the disorder continues to escalate, the teacher may then have to interrupt more directly in the *"misbehavior"* of the other children. If there is no *"eye contact"* with the disruptive children, the teacher would then slowly move towards the scene of disorder – to speak to the *"other children"* to get their attention on what they are doing, to non-judgementally re-direct their activity towards a more constructive purpose; e.g., to say *'what are you doing?'* or *'look'*; to get *"eye contact"*.

While the teacher is using *"eye contact"* and friendly, verbal conversation with these *"other children"*, she should nonetheless glance back towards the *"individual child"*, to support this child's more concentrated attention to the original lesson material. With each effective *"eye contact"* lesson of support for the individual children in the group, there will gradually arise a closer harmony in the adult-child relationship – to enable the children to return eventually to their own goal-directed activity and more *"normalized"* being with their individual work and relationship with each other in the group.

The Wanderer

Two year old Christopher has a stubborn, rebellious personality. Even when the other children are relatively peaceful in their interaction and activity, he wanders away from the group to "explore" out of the room. When the teacher goes to the door to call Christopher back, he defiantly walks away even further. The teacher cannot abandon the child wandering "out of the room", but she is uncertain about leaving the room at this point to apparently "abandon" her visual scanning of the total group. *What to do? Answer in* **Observer, May, 1993**.

Individuality

Cont'd. from Page 3, Col. 2

Liberty"; and (3) *"Preparation of the Environment"*. Consistent with these fundamental laws of nature, Montessori teaching in practice must nonetheless reflect the particular skills, instincts and abilities of the true individual.

True Individual

> *". . . the desire to be a better teacher than another, such instincts of competition will disappear, for they have no more connection with the true individual and they will have no reason of being."*
>
> **Dr. Maria Montessori**
> *from* **Voice,** *12 Jan. 1942, a*

As a Montessori teacher with children, the true individual is being at once committed to Montessori principles and yet also distinctively consistent with the reality of one's own personality. Mysterious and incomprehensible, such a duality of being transcends the ordinary comparisons and competition among personalities – to seek with others a higher level of individuality in harmony with the order of infinite and eternal principles of nature.

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Bulk Mail

Cont'd. from Page 1, Col. 1

examine, are provided at no cost by the Society for display and use at any interested school. For schools with fewer than 50 participants, a slightly higher per person rate is charged – so that even very small schools can participate with a minimum payment of only $150 per year.

for further details, or to obtain a *"bulk mail"* subscription, write and/or send payment to: IMS, 912 Thayer Ave., Silver Spring, MD 20910; tel. 301-589-1127.

Educational Choice

Cont'd. from Page 1, Col. 1

At the meeting, Lee Havis distributed copies of the latest ACE newsletter indicating the executive committee action to support the withdrawal of federal recognition regulations over private accreditation agencies. The newsletter pointed out the favorable response of ACE coalition members to a resolution for this purpose which was initiated in July, 1992. Havis stated that the existing regulations impose a burdensome and discriminatory restriction on educational choice. Their removal would therefore tend to encourage competition, diversity and choice in the field of higher education.

Mae Duggan summed up the day-long meeting as an enriching experience and inspiring gathering to exchange ideas and offer strategy suggestions for educational reform. She stated that "The meeting demonstrated the varied aspects of the parents' choice in education movement that must be addressed to win a solid victory nationwide over the government school monopoly . . . We must keep the movement going."

For further information about the ACE coalition proceedings and its work on behalf of *"educational freedom"*, contact: ACE, 927 S. Walter Reed Dr. Suite #1, Arlington, VA 22204.

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Book Review

Cont'd. from Page 3, Col. 3

maybe even an audio tape of her actual speaking voice! If Joy Hardinge can finally share her own personal *"secret"* communication with us now, perhaps then others may do so as well.

To order **The Voice** *(Joy Hardinge, 1992)*, 389 pgs., send $30 to IMS, 912 Thayer Ave., Suite 207, Silver Spring, MD 20919.

May, 1993

Vol. XIV, No. 2

The Montessori OBSERVER

Confusion

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Linda Rusthoven, new membeer of Society's Advisory Committee for Accreditation.

Rusthoven Appointed to IMS Advisory Committee

In April, 1993, **Linda Rusthoven** was appointed to the Society's *"Advisory Committee"*—the final decision-making authority for accreditation of the Society's Montessori teacher education. As one of a three-member panel, Ms. Rusthoven will lend to the committee's work her considerable background and experience in educational planning, analysis and review from the U.S. Department of Education and elsewhere.

Ms. Rusthoven's educational background includes a B.A. degree in Elementary Education *(Hanover College, 1973)* and M.A. degree in Education *(Northeastern University, 1976)*. Since 1976, she has had considerable direct experience with children as a reading specialist and regular classroom teacher in Indianapolis, Indiana and Fairfax, Virginia. In addition, Ms. Rusthoven served from 1986–89 as Special Assistant to the Executive Assistant for Private Education in the U.S. Department of Education. In that capacity, she served as representative and spokesperson for the Department at numerous meetings and conferences.

On April 26, 1993, Ms. Rusthoven participated in the most recent Advisory Committee meeting in Silver Spring, MD—to consider the Society's Review Committee recommendation for accreditation of the *"Independent*

Cont'd. on Page 4, Col. 3

Society Accepts Accreditation Agency Proposal

Resolution signed in April, 1993

By resolution signed on April 25, 1993, the Society committed itself to participate in a new *"umbrella"* accreditation agency for Montessori teacher education. Known as *International Montessori Accreditation Council (IMAC)*, this new agency will provide accreditation services for all of the Society's teacher education activities. The agency's broad standards and multi-level structure assure its *"inclusive"* purpose and function for accreditation of any interested Montessori organizations and programs.

The April resolution commits the Society to serve as a *"collaborating organization"* within the new agency—to appoint representation for the Board of Directors, conduct its own Review Committee activities and help sustain the Council's Advisory Committee which will provide all final decision-making on accreditation matters. The IMAC agency structure offers broad, inclusive curriculum standards based on Dr. Montessori's published writings, consensus decision-making on critical issues, and an Advisory Committee comprised entirely of impartial *"public"* members. **Lee Havis**, IMS executive director, has stated that "I believe this structure will assure compliance with suitable standards and an effective accreditation process for all participating programs—process and procedures that will also protect each program's vital interests and needs for distinctive innovation, creativity and choice in their operating particulars."

The Society has sent its own resolution statement for the new IMAC agency to other interested Montessori programs—with an invitation for their similar action to participate in its formative process. Thus far, the *Montessori School of Rowland Heights (Rowland Heights, CA)* has submitted its resolution statement for participation as an unaffiliated sponsoring institution. Accreditation of such *"unaffiliated"* programs will be conducted through the Council's special General Review Committee. All signatories to such resolution statements—whether as *"collaborating organization"* or *"unaffiliated sponsoring institution"*—will then be consulted on the scheduling of the agency's first organizational meeting.

For further information, to participate and/or to receive a copy of the agency proposal and resolution statement, contact: IMS, 912 Thayer Ave. #207, Silver Spring, MD 20910 (tel. 301-589-1127).

Regional Directors for Trust Tutoring

In January, 1993, *Trust Tutoring* expanded its in-home educational activity with the appointment of its first regional directors to conduct student evaluations and contracting with clients. Sponsored by *International Montessori Trust* (Lee Havis, *trustee*) and committed to Montessori principles, this home-based tutoring program has been successfully operating in the Washington, D.C. area since July, 1992. ***See* Observer,** *September, 1992.*

The first regional director to be appointed for *Trust Tutoring* was **Alethea Farzad** *(IMS '88)*—to serve the Anne Arundel County area

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Montessori Conference

Creating the New Education

October 2–3, 1993
Atlanta, Georgia

The Society's two-day weekend conference, *"Creating the New Education"* is for parents, teachers, and others to expand their Montessori teaching skill and ability with children. Led by Lee Havis, the uniquely open discussion format of the conference has evolved from the successful completion of over thirty-five (35) such similar conferences held throughout the United States and elsewhere since 1986.

Location/Accommodations: The conference is located in a hotel with sleeping rooms available for those outside of commuting distance from the Atlanta, Georgia area. Registration fee includes lunch on both days and refreshments in the conference room at all times. Specific information will be sent upon registration.

Registration: $200 per person ($160, member) rate by September 2, 1993. A $30 discount applies to registrations received by Auguat 2, 1993.. For every three registrations received from the same school, a fourth person may attend at no extra cost.

Send registration fee to:
International Montessori Society
912 Thayer Avenue
Silver Spring, Maryland 20910
Tel. (301) 589-1127

Confusion

by Lee Havis

> *"Why are there so many difficulties, so many contradictions, so much uncertainty, with regard to what are commonly called 'Montessori schools'...yet in spite of this confusion and these difficulties, our schools continue to progress..."*
>
> **Dr. Maria Montessori**
> *from* **Formation of Man,** *p.3*

Since Dr. Montessori first discovered the *"normalized"* child in 1907, her schools have grown and developed in a rather confusing and imperfect manner. Despite the benefit of Dr. Montessori's published writings over many years, a great mystery remains around her central vision of the *"normalized"* child; i.e., loving order, independent, spontaneously self-disciplined and otherwise in complete harmony with its entire environment. Committed to the emergence of such true *"normalized"* being, Montessori teaching must necessarily confront the many perplexing anomolies which surround one's study of Man the Unknown.

Man the Unknown

> *"The basis of the reform of education and society which is a necessity of our times must be built upon the scientific study of Man the Unknown."*
>
> **Dr. Maria Montessori**
> *from* **Formation of Man,** *p.12*

Beyond the care and supervision of children, Dr. Montessori's *"new education"* implies a psychological inquiry into the basic formation of the human personality itself. With young children, Montessori teachers must therefore constantly experiment to discover the unknown potentialities for human life. Despite the many years of such experimentation into Man the Unknown by so many persons, much confusion yet remains about the child's true nature because of the enormous obstacle of inner prejudices.

Prejudices

> *"What we have done is not understood. Many people...cannot help themselves from having their judgments affected by their prejudices."*
>
> **Dr. Maria Montessori**
> *from* **Voice,** *24 Nov. '41, p.A*

Our knowledge of the *"normalized"* child is considerably limited by the persistent influence of deeply entrenched prejudices about children and education; e.g., misconceptions about a child as either *"bad"*, *"empty"* or *"unguided"*. Such prejudices customarily reinforce the adult's tendency to punish, control or manipulate—to unconsciously propogate further negative reactions in children which then appear to evidence and justify the adult's original prejudices. So pervasive and unquestioned are these prejudicial beliefs about children, that little interest or attention is given to the mysterious underlying causes of behavior.

Interest

> *"We only know that in the human psyche, there exists an enigma, not yet touched upon by our interest..."*
>
> **Dr. Maria Montessori**
> *from* **Formation of Man,** *p.10*

Traditional teachers usually show little, if any, interest in questioning their basic repressive attitude and approach to children. So deeply entrenched are their various prejudices, that any momentary confusion about underlying psychological factors in behavior is quickly explained by the superficial logic of conventional wisdom. By contrast, Montessori teaching requires a continual questioning into basic life phenomena—a very awkward and imperfect process of expanding observation.

Observation

> *"It is impossible to make an observation of something that is still a mystery...what is unknown should reveal itself through its own proper energies."*
>
> **Dr. Maria Montessori**
> *from* **Secret of Childhood,** *p.112*

Accurate observation of human life is considerably limited by our unknown inner expectations, misconceptions and distorted perspective; i.e., we tend to *"see"* what we expect to see. Even if we consciously nurture a belief and expectation for the *"normalized"* child, it's timing, form and nature of emergence may yet still reflect our unconscious distorted beliefs and expectations. Confusion and error must therefore be accepted as part of one's experimental way of being with children—to approach each child as an *"unknown entity"*.

An Unknown Entity

> *"...prejudices...are confused and strengthened by the evidence of facts because all, or nearly all, see the child as he is commonly known only, not the child as he is, still an unknown entity."*
>
> **Dr. Maria Montessori**
> *from* **Formation of Man,** *p.60–61*

Blinded and confused by unknown inner prejudices, we tend to misinterpret the child's motives according to our own incomplete understanding of its external activity—so that the child we observe becomes a sort of metaphorical reflection of our own wounded *"inner child"*. In a group, individual defects become even more pronounced in the dramatic interplay of misbehavior and disorderly association with others. Within such a confusing social situation, the adult's own personality can become detrimentally enmeshed with children in many types of abnormalities.

Abnormalities

> *"...if the first period (0–6) has been neglected, so that deviations of character and abnormalities have come about...the adult period will result in complete confusion."*
>
> **Dr. Maria Montessori**
> *from* **Voice,** *15 Jan. '42, p.A-B*

Adults ordinarily carry deeply entrenched abnormalities from early childhood into their present-day personal relations with others—hidden character flaws which can significantly interfere with one's effort to create a *"normalizing"* environment for children. Committed to the fundamental principles of (1) *"Observation"*; (2) *"Individual Liberty"* and (3) *"Preparation of the Environment"*, Montessori teachers must constantly seek to control

Cont'd. on Page 3, Col. 2

Look for the

September Observer

featuring

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Lee Havis, Executive Director
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Moment of Peril

The Wanderer

from ***Observer****, March, 1993*

by Lee Havis

A child that wanders away from the classroom may present a serious *"moment of peril"* for the supervising adult (*see* **Observer**, *March, 1993).* If the *"wanderer"* is alone in its disruptive activity, the *"other children"* and *"physical objects"* are not directly involved as detrimental influences in the environment. In this case, the obvious detrimental influence is primarily the *"adult personality"*—and this is particularly evident when the *"wanderer"* defies the teacher's direction to *"come back"*.

A child may wander away from the group as a means of *"acting out"* its sense of neglect and abandonment from the teacher and other children. The long-term resolution of this situation is therefore to engage in frequent eye contact and other forms of positive verbal and non-verbal interaction with the child to help re-connect the child with its surrounding environment. However, once the child has left the classroom and is exploring on its own in a dangerous and unsafe manner, the supervising adult must act on the basis of the potential *"physical harm"* to the unsupervised child.

When the teacher's initial direction to *"come back"* is ignored or defied by the child, one's communication can still continue effectively by directing the child's attention to constructive activity in the classroom. Otherwise, the teacher's comments should focus on some immediate aspect of reality to divert attention away from the emotional *"power struggle'* in the adult-child relationship. If the child seems to divert its attention from this verbal communication, the teacher may then be able to approach the child and lead it by the hand back to the classroom. Thereafter, the child should be included as much as possible in the activities of others—or otherwise directed to some object of particular interest for its own activity.

Disturbing the Group

Before leaving to go outside, the children gather together briefly in a group. However, Jenny disturbs this social procedure with her wild and manipulative interaction with the other children; e.g., poking, kicking, fantasizing, etc. Distracted from the process of *"clean up"* or waiting for others to complete their tasks, the other children are often drawn into Jenny's provocative disruptive behavior—and the wildness and disruption spreads throughout the whole group. *What to do?*

Answer in Observer*, October, 1993.*

Confusion

Cont'd. from Page 3, Col. 2

the detrimental influences of their *"personality"* in the child's environment. This particular aspect of *"preparing the environment"* requires a continual search within oneself for the most critical unknown errors.

Unknown Error

> *"...unknown error...holds the secret to progress...The adult must find within himself the still unknown error that prevents him from seeing the child as he is."*
>
> **Dr. Maria Montessori**
> *from* **Secret of Childhood,** *p.14–15*

Even well-meaning and committed Montessori teachers can fail to recognize some problematic inner error which is preventing their effective being with children. While these failures are outwardly evident in the continual disorder and misbehavior of children, the hidden cause within remains unknown and beyond our effective mastery or control. Unable to resolve such deeply hidden unknown defects, we can only grope in the dark for an answer.

Groping in the Dark

> *"...fear of making 'a mistake', the sense of groping in the dark, of having to bear the consequence of an error we are not certain to recognize, makes us run behind another person like a dog on a chain."*
>
> **Dr. Maria Montessori**
> *from* **Spontaneous Act. in Ed.,** *p.182*

As a constant experimenting and observing with children, Montessori teaching may at times feel like a real groping in the dark with much confusion and uncertainty. Faced by overwhelming emotional distress and confusion, we are easily led into various forms of traditional repression, control and manipulation. To find our way through this maze of

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Regional Directors

Cont'd. from Page 1, Col. 2

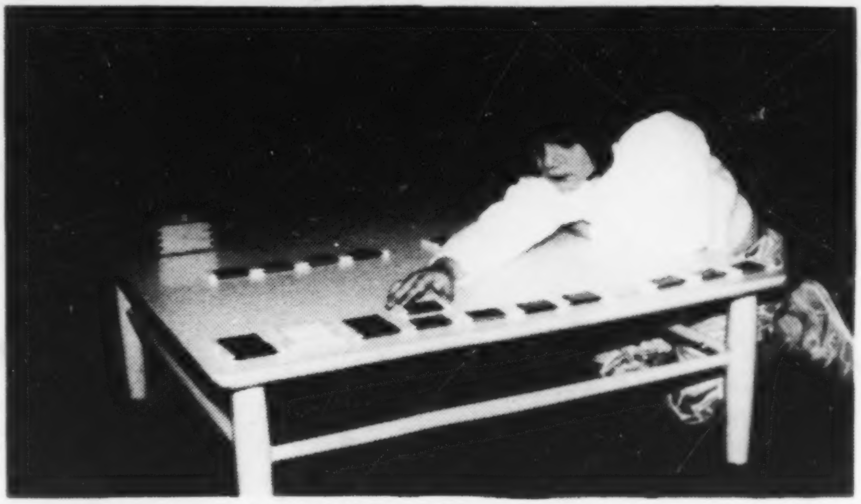
in the state of Maryland. In addition to her 1988 IMS Montessori teaching credential, Ms. Farzad holds a B.A. degree in International Cultural Studies from Illinois Wesleyan University. Her activity in Montessori education includes attendance at eight Society conferences from 1986–92 and service as the Society's Assistant Director from 1988–89.

In March, 1993, **Gloria Belton** was appointed regional director for Prince George's County, Maryland—a nearby suburban area of Washington, D.C. A certified teacher in special education (K-12), Ms. Belton completed her B.S. degree in special education from D.C. Teacher's College (1976) and Master of Education from Howard University (1985). Since 1987, she has served as individualized education program developer with the Public Schools of the District of Columbia.

Sharon Woodson was appointed regional director for the Montgomery County, Maryland area near Washington, D.C. in May, 1993. Ms. Woodson holds a B.S. degree in Elementary Education from Boston State College (1980) and M. Ed. degree in Special Education from Howard University (1982). She presently serves as program developer for special education services for the Public Schools of the District of Columbia.

To completely cover the entire metropolitan Washington, D.C. area, other regional directors will be employed as they are qualified through their experience as tutors with *Trust Tutoring*. Havis states that "our structured supervised program provides a strong support for effective tutoring through agreements, procedures, progress reports and evaluations—structure and supervision which emphasizes basic learning development regardless of the particular subject matter. We are constantly learning more about how to improve our program through the experience with tutors—to help students develop more effective *'study skills' and 'basic concept understanding'*. Regional directors are closely supervised and supported by special routines and policies

Cont'd. on Page 4, Col. 3



Child working with sensorial color tablets at the Fairport Montessori School (Fairport, New York)

May, 1993
Vol. XIV, No. 2

Confusion

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Confusion

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confusion to the clear vision of the "*normalized*" child, we must simply the situation—to look carefully at reality as it emerges in even the most insignificant details.

Insignificant Details

> *"At times a trivial incident can open up a new and boundless horizon. By nature man is an explorer, and it is only by the discovery of the seemingly insignificant details that he advances."*
>
> **Dr. Maria Montessori**
> *from* **Secret of Childhood,** *p.112*

In moments of confusion with children, we may find some new direction and clarity by focussing our attention on some specific detail in the environment. No matter how insignificant this detail may at first appear, our attention begins to help us achieve a greater inner clarity, order and calm in the situation. Centered and calm, we can more easily see our confusion as only a feeling which is signalling the beginning of new creative activity for a "*normalizing*" environment.

Creative Activity

> *"Creative activity...begins in confusion and then moves on to making distinctions and, ultimately, to creative action."*
>
> **Dr. Maria Montessori**
> *from* **Secret of Childhood,** *p.42*

A sense of confusion is often the first awareness of one's creative activity in Montessori teaching. Thereafter, our experimental activity follows the three Montessori principles to make distinctions and otherwise proceed to "*control the environment, not the child*". Such experimenting and observing may then lead to some particular ordering activity in the environment—to help resolve the child's own inner chaos of incomplete knowledge and conceptual understanding.

Chaos

> *"The mind of a little child is certainly not a blank...but his concepts are confused...The chaos of his mind has greater need of ordering what it already knows than of gaining more knowledge."*
>
> **Dr. Maria Montessori**
> *from* **Discovery of the Child,** *p.172*

Montessori teaching simplifies and orders the objects in the environment—to help children resolve their inner chaos of incomplete and uncertain concepts about reality. Simple eye contact, gestures and brief words such as "*watch*" are often the most useful means of communicating a basic order in the environment to children. However imperfect and modest may be our success in creating such a "*normalizing*" order in the environment, we may have then taken the first step to finding our ultimate answer in the vast imposing reality of the universe.

Imposing Reality

> *"The universe is an imposing reality, and an answer to all questions...all things are part of the universe, and are connected with each other to form one whole unity."*
>
> **Dr. Maria Montessori**
> *from* **To. Ed. the Human Potential,** *p.8*

Montessori teaching can only finally resolve confusion with children according to transcendent laws of the universe—an imposing reality which offers an answer in its own time through our committed activity for the "*normalized*" child. Our limited and incomplete knowledge must therefore constantly adjust itself to the mysterious unfolding evolution of life. As we continue to experiment, distinguish and discover, we will encounter confusion as the necessary first experience in this process of creating Dr. Montessori's "*new education*" in the world.

Regional Directors

Cont'd. from Page 3, Col. 3

which we have established for evaluating students and contracting with clients. As we more completely computerize our central office with data base management and telecommunications, I believe we will soon be able to successfully operate our in-home tutoring program in many diverse locations outside of the immediate Washington, D.C. area."

For further information about *Trust Tutoring*, and its designation of *'regional directors'*, contact: Lee Havis, Trust Tutoring, 6812 Dartmouth Ave., College Park, MD 20740, tel. (301) 589-0733.

Rusthoven Appointed

Cont'd. from Page 1, Col. 1

Study Course". Since the Advisory Committee could not fully uphold the Review Committee's recommendation at that time, it was referred back to the Review Committee for further action.

Lee Havis, Society executive director, expressed his appreciation for Mr. Rusthoven's participation on the Committee—recognizing the considerable value and importance of this public service to the improvement of Montessori teacher education. He stated that "since 1984, the Society's Advisory Committee has offered valuable consultation and advice to improve our accreditation process—to include more structure and support through such means as the operation of a more active Review Committee operation. I appreciate very much the public spirit and voluntary commitment of Committee members such as Linda Rusthoven—to help us assure compliance with standards of quality in Montessori teacher education. This Committee work is providing us with valuable experience to help improve the design and operation of a similar accreditation activity for the new inclusive IMAC *'umbrella'* agency for the entire Montessori community."

September, 1993

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IMS

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Abandonment

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Society Plans for First Organizational Meeting of IMAC

In Spring, 1993, the Society began its formal organization and planning for the operation of the *International Montessori Accreditation Council (IMAC)*. The *Montessori School of Rowland Heights* (Rowland Heights, CA) and *Peter Hesse-Stifung* (Germany) have now joined with the Society in this organizing and planning process for a new *"umbrella"* accrediting agency for Montessori teacher education.

Current planning includes the identification of qualified individuals to serve on the various basic accreditation committees—particularly, the Generic Review Committee and the Advisory Committee. At present, **Lee Havis**, Society executive director, has already identified several qualified persons to serve on the Advisory Committee—i.e. impartial persons with a legal, business, or non-Montessori education background who are willing to volunteer their time for this type of public service activity.

Designed for non-affiliated Montessori institutions, the IMAC Generic Review Committee will include persons directly involved in Montessori teacher education. In August, 1993, Havis met with **Carol Barratt**, a representative of *Peter Hesse-Stifung*, to discuss the composition and work of the Generic Review Committee. Director of the Hesse Montessori program in Haiti, Ms. Barratt was particularly interested in how her program could be effectively included in the accreditation process. To minimize paper work and financial investment, Havis suggested that much of the work of the Generic Review Committee could be conducted effectively through teleconference communications. In this way, international representatives could meet together by telephone to accomplish the essential work of the committee—without the considerable expense of long distance travel arrangements. Havis stated that "whatever on-site program inspection may be required might be accomplished through local personnel, following the direction and guidance of the Generic Review Committee. The on-site visit could then be conducted at a minimum of expense and inconvenience—without jeopardizing its essential value and purpose in the accreditation process."

Once suitable candidates for the various accreditation committees have been identified, Havis indicated that these persons would be made known to all participating IMAC organizations, and a suitable agenda and date set for the first organizational meeting. He indicated that if all essential conditions, committee membership, and other specifications are agreed to in advance by consensus, the first organizational meeting could be accomplished without undue cost or inconvenience.

For further information, to participate or to receive a copy of the IMAC agency proposal and resolution statement, contact IMS, 912 Thayer Avenue, Suite #207, Silver Spring, MD 20910. Tel. (301) 589-1127.

Powder Mill Children's House

. . . Analysis of Results

> *"...in the human psyche, their exists an enigma, not yet touched upon by our interest..."*
>
> **Dr. Maria Montessori**
> *from* **Formation of Man**, *page 10*

The operation of *Powder Mill Children's House* from December, 1990 to July, 1992 yielded some interesting results and valuable lessons in the operation of a Montessori educational program. These results can now be analyzed in retrospect since the Children's House ceased its operation in Spring, 1993—due to low enrollment and termination of its lease for facilities in Beltsville, MD.

A proper analysis of this experiment would now only begin to touch upon the many far-reaching issues and obstacles involved in operating an effective Montessori school. In brief, an unresolved enigma of vast and complex proportions continues to exist at the core of *"creating the new education"* at the institutional level in society.

Lee Havis, director of the *Children's House*, reflected on several aspects of his program operation which have now become considerably clarified and resolved. He stated that "at the *Children's House*, we were able to successfully comply with government regulations to establish all the physical requirements necessary for an effective Montessori school; e.g., acceptable lease agreement for facilities, government licensing, and manufacture and installation of necessary furniture and materials. In addition, the basic financial aspects

Cont'd on Page 4, Col. 2

Jean Wilson (IMS '92), new member of Review Committee for Society's accreditation of its "Independent Study Course".

New Members for Review Committee

In July, 1993, the Society appointed two new members to its Review Committee for accreditation of Montessori teacher education. **Jean Wilson** *(IMS '92)* and **Bonnie Sanders** *(IMS '90)* will now serve on the committee which oversees accreditation criteria for the Society's *"Independent Study Course"*.

A 1992 graduate of Society teacher education, Jean Wilson presently owns and operates the *Stone Mill Montessori School* (Lawrenceville, GA). For many years, she has been active in Montessori classroom teaching and in organizing and participating in the Society's various *"Creating the New Education"* conferences.

Bonnie Sanders graduated from the Society's teacher education program in 1990 and has served since then as a Montessori teacher in various classroom situations. Ms. Sanders has also been active with the Society as a member and through her numerous articles written in the *"Montessori Observer"*.

Lee Havis, Society executive director, believes that the Review Committee's work will be considerably enhanced by having the participation of these two course graduates and active Society members. He stated that "course graduates can refer to their own direct experience in the teacher education program—and this adds a very practical value to their comments and reflections on the Society's unique course goals and criteria."

Cont'd on Page 4, Col. 3

Abandonment

by Lee Havis

> *"Leaving the child free without giving him any of the means which he needs, this is abandonment..."*
>
> **Dr. Maria Montessori**
> *from* ***Voice** *13 Nov 41 p. E*

Even when the adult is physically present and there is an abundance of well-ordered physical objects, a type of psychic *"abandonment"* tends to occur in the adult-child relationship—to deter the child's true normal development in complete harmony with its environment. By allowing idle play, random fantasy and other forms of deviation from the child's path of true normal being, parents and teachers *"abandon"* their children without regard to its long-term detrimental consequences. Such abandonment is ordinarily reinforced by well-established social customs under the guise *"freedom"*.

Social Customs

> *"Parents today abandon their children to social customs as if they were inevitable. No voice is raised in their defense."*
>
> **Dr. Maria Montessori**
> *from* **Secret of Childhood,** *p. 216*

Social customs and institutional authority to *"abandon"* children are built into traditional education—to either *"repress"* the child's own natural instincts and interests by adult-directed *"teaching"* or to leave the child alone to *"play"* and *"fantasy"* under the guise of *"freedom"*. Children are thereby hindered and distracted away from their own true interests and need for goal-directed, intelligent activity in the environment. Many complex inner prejudices deter the adult's awareness of this type of psychological neglect.

Neglect

> *"...giving freedom to the child does not mean to abandon him to his own resources and perhaps to neglect him."*
>
> **Dr. Maria Montessori**
> *from* **The Child**, *p. 9*

Adults neglect the psychic development of children in many ways; e.g., by giving priority attention to their own competing personal need and interests. Even though a child's physical safety and health may be assured, adult care must also attend to the delicate inner development of the child's intelligence and character. Montessori teaching serves this higher purpose with children by offering many positive opportunities for interaction with reality in the present moment—an application of the fundamental principle of *"individual liberty"*.

Individual Liberty

> *"The principle of* liberty *is not therefore a principle of* abandonment, *but rather one which, by leading us from illusion to reality, will guide us to the most positive and efficacious 'care of the child'..."*
>
> **Dr. Maria Montessori**
> *from* **Spontaneous Act. in Ed.** *p. 9-10*

In Montessori education, *"individual liberty"* guides the teacher at times to interrupt the child's ordinary random fantasy and chaotic movement; to offer reality through some from of positive non-coercive direction, questioning or various goal-directed activities. Without this type of interruption and constant opportunity to work, the unnormalized child is distracted by many negative influences in its environment. The teacher's action must therefore offer an alternative to the child's various superficial whims, abnormalities and deviation.

Deviation

> *"If freedom is understood as letting the children do as they like, using or more likely misusing, the things available, it is clear that only their 'deviations' are free to develop; their abnormalities will increase."*
>
> **Dr. Maria Montessori**
> *from* **The Absorbent Mind**, *p. 206*

Within a disorganized, unstable environment, the young child's *"absorbent mind"* can only internalize this outer pattern of chaos and confusion. The child's personality must then begin to take on such deviations as timidity, violence and other forms of *"acting out"* deviation from normality. Without the adult's positive attention and interaction during the early formative years, the child cannot fully overcome the fear and danger of being left all alone.

Left all Alone

> *"...What affects the child greatly is when you say to him that a certain person is left all alone in the world...other types of sorrow mean nothing to him."*
>
> **Dr. Maria Montessori**
> *from* **Voice** *19 Jan 42 p. F*

So great is the young child's psychological need for an adult's attention, that even the threat of its being withdrawn can bring about great fear and anxiety in the child. Left all alone, the child tends to feel great inner turmoil that eventually results in many forms of abnormal being. Unless parents and teachers of young children effectively respond to this dangerous abandonment, they can only look back later with regret at the missed opportunities and failures during the critical period when nature was helping in the child's fundamental mental formation.

Nature was Helping

> *"Humanity has let pass that period in which nature was helping...a whole period of abandonment."*
>
> **Dr. Maria Montessori**
> *from* **Voice** *13 Nov '41 p. I-J*

Prior to 6 years of age, the young child's "absorbent mind" is a uniquely powerful learning resource—a great natural help to early educational development. When adults disregard or oppose this natural learning process, the young child becomes limited in basic intelligence and learning ability for its entire life. By adjusting instead our being to work in cooperation with natural laws of development, we can profoundly contribute to the child's basic education in life.

Cont'd on Page 3, Col. 2

***Voice** is *"Voice of Dr. Maria Montessori"*
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Moment of Peril

Disturbing the Group

from **Observer,** *May 1993*

by Lee Havis

A child who is disturbing the group presents a *"moment of peril"* that requires a careful control of *"other children"* in the environment (***see* Observer,** *May, 1993*). However, applying the idea of *"control the environment, not the child"* in this situation tends to directly contradict the ordinary adult reaction to (1) make some negative comment to the *"hub"* child about it's behavior or (2) attempt to avoid the issue altogether by some form of *"abandonment"*.

In the present situation, the teacher must control the *"other children"* to allow the disturbing child to correct its own behavior and return to a state of true *"normalized"* being. *"Control"* in this sense implies some form of positive attention and interaction with the *"other children"*; e.g., calling attention to the proper behavior of certain children, calling a child's name in a friendly way, or using eye contact and non-judgmental conversation to draw attention to the adult and away from the disturbing *"hub"* child. The *"other children"* may even be invited to help the *"hub"* child by demonstrating their patience and self-discipline in their own behavior.

If the group is extremely *"unnormalized"*, it may be very difficult to identify and acknowledge positive behavior in even a single one of the *"other children"*. The adult's own *"example"* of proper behavior may then provide the only basis for positive communication and encouragement to the *"other children"*—to imitate the teacher and begin to restore order to the total group situation. In any case, the teacher's positive verbal interaction with the children would be very useful and necessary in this situation—to control the *"other children"* and help return the *"hub"* child to a state of calm normality.

Talking to a Child

3 year old Mary is the first child to enter the environment in the morning—and she usually begins her day by holding on to a small toy that she brought from home and staring out the window. When the teacher approaches to help Mary become interested in the classroom materials, Mary appears mute and uninterested in response. The teacher feels awkward in talking to the child about the toy and missing *"mother"*—and yet she realizes that saying nothing in this situation might be a form of *"abandonment." What to do?*

Answer in **Observer** *November, 1993*

Abandonment

Cont'd from Page 2, Col. 3

Education

> *"...Education is not difficult. It is merely this.* Do not abandon the child."

Dr. Maria Montessori
from **Voice** *13 Nov. 31 p. C*

By following such natural laws as: (1) *"Observation"*, (2) *"Individual Liberty"* and (3) *"Preparation of the Environment"*, the adult collaborates with nature in the child's own normal way of learning. This delicate approach to education follows the general approach of *"control the environment, not the child."* The teacher must particularly control her own *"adult personality"* in the environment—to provide instead a supportive, positive presence which must be felt at times throughout the entire classroom.

The Teacher's Presence

> *"...the teacher...must take care never to turn her back on the class while she is dealing with a single child. Her presence must be felt by all these spirits..."*

Dr. Maria Montessori
from **The Absorbent Mind**, *p. 270-271*

In the Montessori environment, the teacher's presence must sometimes provide a most assertive encouragement to the children's various effort for self-directed activities. While the teacher's attention must be given to an individual child, one must never therefore abandon the other children in the group—so the adult must constantly glance up and around the room on a regular basis to assure effective eye contact with any child seeking this type of momentary interaction and support. In this way, the adult's observation is much more than passive inactivity—presenting instead one's personality as a responsive presence to each child in need of this rich material of caring, warmth and encouragement.

Rich Material

> *"...We, too, should wait; not coldly, but rather making the child feel that we contain a rich material which is at his disposal..."*

Dr. Maria Montessori
from **Spontaneous Act. in Ed.**, *p. 332*

The adult's sensitive encouragement and positive interaction with children is a rich material resource for children to meet their various needs and interests for encouragement and support from the environment. However, the adult must constantly guard against the tendency to intervene unduly to *"help"* a child or the opposite extreme of passive psychic indifference. The teacher must particularly learn to withdraw her presence completely at the moment when the child has entered into a state of profound concentration.

Concentration

> *"The great principle which brings success to the teacher is this: as soon as concentration has begun, act as if the child does not exist."*

Dr. Maria Montessori
from **The Absorbent Mind**, *p. 280*

When a child first concentrates profoundly on some physical object, the teacher's conversation, encouragement and direct attention is no longer necessary or productive. At this delicate moment of concentration, the child is not *"abandoned"* at all by this apparent inattention—but rather released to enter into a normalization of productive interaction and natural cohesion with its environment. As children are guided increasingly by their interest to come into such deep concentration, the activity of the teacher must decrease even more.

Activity of the Teacher

> *"...The more the environment corresponds to the needs of the child, the more limited becomes the activity of the teacher."*

Dr. Maria Montessori
from **The Child**, *p. 9*

Cont'd on Page 4, Col. 1

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Abandonment

Cont'd from Page 3, Col. 3

The activity of the teacher in a Montessori environment must constantly adjust itself and respond to the child's changing needs and interests—from active intervention to passive observation. At first, the *"adult personality"* is usually quite active and evident to assure that the child will not be *"abandoned"* to various forms of illusion and superficial distraction. Thereafter, effective Montessori teaching must gradually assume a less active role as the children acquire more self-directed independence and true natural harmony with their environment.

Independence

> *"Blessed are the teachers who have brought their class to the state where they can say, 'whether I am present or not, the class carries on. The group has achieved independence' ".*
>
> **Dr. Marie Montessori**
> *from* **Ed. for a New World,** *p. 86*

"Normalized" children function independently from the teacher's constant direction and imposing presence—and this is the ultimate end result of effective Montessori teaching. Confident in themselves and self-disciplined in their actions, *"normalized"* children are bonded with each other as a cohesive social form which extends far beyond the ordinary unity and cooperation of adult society. These *"normalized"* children have then successfully overcome the fear and danger of *"abandonment"* in their lives.

Creating the New Education
Atlanta, Georgia
October 2–3, 1993

Powder Mill Children's House

Cont'd from Page 1, Col. 2

would seem to have been resolved as well, since parents were able and willing to afford the necessary tuition to maintain the program operation in an efficient and effective manner." Havis also indicated that the essential business and advertising needs of the program were also satisfactorily met by the creation and distribution of suitable promotional materials and various supporting documents—assuring an effective communication among all adults concerned with the program's operation.

Havis indicated however that the program's ultimate failure presents a fundamental mystery of *"unknown inner error"* which requires much further study and experimental action. He stated that "the intensity of a long-term, daily relationship with the children seemed to bring out a certain problematic psychology in the adult—child relationship. Looking back, I can now see this intense emotional drama with children as similar in nature to the typical parent-child relationship; i.e., unduly emotional in content and investment, blinding one's ability to perceive and resolve those inner obstacles which are most central to one's effective being with children." Havis suggested that while certain aspects of these *"unknown inner errors"* could be generally associated with *"negativity"* and *"abandonment"*, their specific nature and remedy still remain a fundamental mystery.

The *Children's House* experience also revealed that although the basic approach of *"control the environment, not the child"* remains valid as before, certain refinements and clarifications are necessary to avoid an over-rigid application of Montessori principles. For example, the *"child"* must be very carefully distinguished from the *"environment"*—so that the *"child"* is seen as an *"unknown entity"* rather than its superficial *"personality"* or *"physical body"*. For example, in controlling the *"physical objects"*, an undue or prolonged holding of an object might well become an improper control of the *"child"*. Havis stated that "a child's attention to the adult at such delicate moments is an important point of contact to recognize—to value the opportunity for verbal interaction in this particular moment of peril."

Havis indicated that these various unresolved psychological issues will now be studied in the operation of *Trust Tutoring* and elsewhere. He indicated that unless and until these fundamental obstacles can be more fully examined and resolved, the creation and operation of effective Montessori schools will remain uncertain and limited to a very considerable extent.

New Members

Cont'd from Page 1, Col. 3

The latest Society accreditation was completed by its Advisory Committee in June, 1993. Havis expressed his hope that the new members of the Review Committee will work closely with the Advisory Committee, indicating that "we must recognize that the Society's Review Committee will eventually function within the larger IMAC umbrella agency. Although its function will remain much as before, the Review Committee would then have to submit its recommendations and other communication to the new IMAC Advisory Committee for final action. This new IMAC structure will include a broader mission—to consider many non-Society teacher education programs."

Havis expressed his appreciation for persons such as Jean Wilson and Bonnie Sanders who generously volunteer their time and energy for the benefit of better Montessori teaching. He stated that "I hope the Society's Review Committee will serve as a good example to other review committees associated with the new IMAC agency—to help us work together in our respective roles to improve the quality and value of teacher education throughout the entire Montessori community."

November, 1993 Vol. XIV No. 4

IMS

The Montessori OBSERVER

Psychology

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Participants engage in discussion of Montessori principles at the "Creating the New Education" conference in Atlanta, Georgia—October 2–3, 1993

"Creating the New Education" in Atlanta, Georgia

. . . a process of finding fundamentals

On October 2–3, 1993, the Society conducted its latest *"Creating the New Education"* conference in Atlanta, Georgia—to study, analyze and resolve the various hidden problems and obstacles involved in the practical work of Montessori teaching. Montessori teachers, school owners, parents and others from states of Georgia, South Carolina, Louisiana, Maryland, Tennessee and Mississippi engaged in this in-depth discussion which focussed particular attention on the process of finding the underlying "fundamental" patterns for successful application of Montessori principles with children. Since 1986, these Society conferences have been held in various locations to support the continuing education of Montessori teachers and to provide more opportunities for personal participation in the Society's work of creating the *"new education"*.

Led by **Lee Havis**, Society executive director, the conference discussion directed itself as always to the central reality of the *"normalized"* child and the basic approach of *"control the environment, not the child"*. However, the October, 1993 conference gave particular attention to recognizing the underlying *"fundamental"* aspects of successful being with children—to discover those consistent, repeating patterns of thought and action which universally apply beyond the particulars of any one *"personality"*.

Havis indicated that words such as *"Observation"*, *"Individual Liberty"*, and *"Preparation of the Environment"*, provide only limited guidance to effective Montessori teaching. He stated that "with an over-rigid interpretation of Montessori principles, our high-minded words and ideals can actually interfere with our best efforts in creating a true "normalizing" environment for children. As always, we must discover and resolve those unknown inner errors which deter effective self-examination and control of the *'adult personality'* ".

Cont'd. on Page 3, Col. 3

New Facilities for Trust Tutoring

Since July 1992, *Trust Tutoring* has been expanding its in-home tutoring services in the Washington, DC area according to Montessori principles—in close association and communication with the International Montessori Society. Directed by **Lee Havis**, Society's executive director, *Trust Tutoring* will soon acquire it's own new facilities next door to the Society's offices at 912 Thayer Avenue, Silver Spring, Maryland.

The new facilities will include a modern computer, printer and other basic telecommunications resources to speed up and help organize the growing operation of *Trust Tutoring* in the Washington, DC area. Inquiries from throughout this metropolitan region will be

Cont'd. on Page 4, Col. 3

Woodlands Training Centre to Participate with IMAC

In November 1993, the *Woodlands Training Centre* (Sri Lanka) announced its commitment to participate in the formation and operation of the International Montessori Accreditation Council (IMAC). This Montessori *"umbrella"* accrediting agency also includes the participation of International Montessori Society, Montessori School of Rowland Heights (California), and Peter Hesse-Stifung (Germany).

Lee Havis, Society executive director, indicated that the Woodlands Centre has been interested and involved in the IMAC development for many years—through correspondence and other association of its Director, **Sharmini DeZylva** and others associated with this program. He stated that "instructors and graduates of the Woodlands Centre have attended

Cont'd. on Page 4, Col. 2

Montessori Conference

Creating the New Education

Hammond, Louisiana

April 23–24, 1994

The Society's two-day weekend conference, *"Creating the New Education"* is for parents, teachers, and others to expand their Montessori teaching skill and ability with children. Led by Lee Havis, the uniquely open discussion format of the conference has evolved from the successful completion of over thirty-five (35) such similar conferences held throughout the United States and elsewhere since 1986.

Location/Accommodations: The conference is located in a hotel with sleeping rooms available for those outside of commuting distance from the Hammond, Louisiana area. Registration fee includes lunch on both days and refreshments in the conference room at all times. Specific information will be sent upon registration.

Registration: $200 per person ($160, member) rate by March 23, 1994. A $30 discount applies to registrations received by February 23, 1994. For every three registrations received from the same school, a fourth person may attend at no extra cost.

Send registration fee to:
International Montessori Society
912 Thayer Avenue
Silver Spring, Maryland 20910

Tel. (301) 589-1127

Psychology

by Lee Havis

> *"We must study the environment, we must study the relation of younger and older children . . . this is how this study of the psychology of the child receives a practical application . . . the school becomes a psychological laboratory . . ."*
>
> **Dr. Maria Montessori**
> *from* **Voice** *10 Dec 41, p. G*

Montessori teaching is a very psychological way of being—to study the child as an "*unknown entity*" to discover and free its true "*normalized*" nature; i.e. self-disciplined, orderly and in complete harmony with its surrounding environment. The Montessori classroom therefore serves as a type of research laboratory into the child's true nature—where the surrounding influences of the teacher's physical presence, arrangement of physical objects and other children must be most precisely controlled. Directing such a "*normalizing*" environment is the Montessori teacher who must function as a true psychologist to investigate and analyze the most basic aspects of human behavior.

The Teacher

> *". . . The teacher . . . must be more a psychologist than a teacher."*
>
> **Dr. Maria Montessori**
> *from* **Montessori Method,** *p. 173*

The essential work of Montessori teaching is to discover and respond to the various inner instincts and interests of children for their own goal-directed activity. As a true psychologist, the Montessori teacher must learn to discern and interpret inner motivation and instincts associated with child behavior—even while she is presenting lessons and assuring the child's physical well-being. Applying the idea of *"control the environment, not the child"* requires a most delicate discrimination between the *"child"* as an "*unknown entity*" and its surrounding *'environment"*—a very scientific approach to the individual child in accordance with a whole new type of psychology.

New Psychology

> *"Modern psychology exactly suits our method, for whereas the older science was based on the observation of superficial facts of consciencenesss, the new seeks to observe the unconscious mind, and probe its secrets in order to discover the mind's relation to the facts of life . . ."*
>
> **Dr. Maria Montessori**
> *from* **To Educate the Human Potential,** *p. 27*

When Dr. Montessori first discovered the "*normalized*" child in 1907, the field of psychology was just emerging in the world as a study of the unknown "*unconscious*" aspects of human motivation. Beginning with the work of such pioneers as **Dr. Sigmund Freud,** a "*new psychology*" now extends itself into many far-ranging aspects of study into basic human development. These studies are revealing how even the most fundamental problems of humanity can be most feasibly resolved through the correct interpretation of childhood behavior.

Interpret Correctly

> *". . . If one can interpret correctly the behavior of the child, the solution to the problem of humanity will have been solved."*
>
> **Dr. Maria Montessori**
> *from* **Voice** *5 Dec 41, p. J*

By comparing the behavior of ordinary children with that of the universal "*normalized*" child, the adult can more correctly interpret and resolve the various complex obstacles and detrimental influences in the environment around a single individual child. Such a psychological approach to teaching must also necessarily account for the normal unfolding process of fundamental tendencies which are shared by all; i.e. to explore the environment, sustain physical survival and express one's true nature in the world. Unfortunately, adults usually fail to practice this type of probing scientific analysis with children due to a psychological quirk in our essential mental formation.

Psychological quirk

> *"Because of some of psychological quirk, adults are little concerned with preparing a proper environment for their children.*
>
> **Dr. Maria Montessori**
> *from* **The Secret of Childhood,** *p. 2*

Faced with a child's obstinate misbehavior, disobedience and disorder, even the most well-meaning parents and teachers tend to react with negative emotionally—to repress or abandon the child's true "*normalized*" nature. A psychological quirk is formed within oneself around various prejudicial beliefs, limiting attitudes and other such hidden inner defects—to result in many forms of negativity and abandonment with children. Adults therefore tend to offer *"help"* to children as a projection of their own unmet needs from childhood—rather than according to the child's own present moment needs for innate psychic development.

Help

> *". . . to help life is not to give it only physical help, but also a psychological help a help to psychic development. This is what has lately come to life under the name of child psychology."*
>
> **Dr. Maria Montessori**
> *from* **Voice** *3 Nov 41, p. B*

Montessori teaching primarily serves the child's spiritual development—by providing opportunities for independent, self-directed activity. Such a *"help to life"* calls upon the teacher to recognize well-hidden psychological needs which are often disguised by outer behavior patterns of considerable dependency, fantasy and disorder. This type of psychological help to children requires much more than a pleasant and well-ordered presentation of physical objects.

Physical Objects

> *". . . moveable letters . . . the magic does not lie in them, but in the psychology of the child."*
>
> **Dr. Maria Montessori**
> *from* **Formation of Man,** *p. 28*

While Montessori materials such as *"moveable letters"* may be useful and appropriate to "*normalized*" development, their presentation must be consistently guided by the child's underlying psychic needs for *"normalized"* development. In presenting such physical objects, the Montessori teacher must therefore constantly look out for the child's profound

Cont'd. on Page 3, Col. 2

Look for the
March Observer
featuring
Positive Attitude

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Lee Havis, Executive Director

The **Montessori Observer** is mailed four times each year to Society members throughout the world. The *Observer* is sent during the months of March, May, September, and November. The purpose of this publication is to provide news and information about the development of Montessori education to extend awareness of Montessori principles and to promote harmony within the Montessori community.

INTERNATIONAL MONTESSORI SOCIETY

The International Montessori Society is sponsored by Educational Services, Inc., a non-profit corporation organized in Maryland, U.S.A. The Society's purpose is to support the effective application of Montessori principles throughout the world.

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ADVERTISING

Advertising space is available for services and products relating to Montessori education. Marketplace ads are $7/line. Position and Placement ads are $10 each and will be set and edited by the Society to conform to space requirements. Write for the Society's advertising outline as to rates and other information about design advertising.

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Moment of Peril

Talking to a Child

from **Observer**, *September 1993*

by Lee Havis

When confronted by a mute and uninterested young child such as Mary (**see Observer**, September, 1993), the teacher must remove the detrimental influence of her own *"adult personality"* as a first consideration. Since Mary is alone in the room with the teacher at the beginning of the morning, there are no significant *"physical objects"* or *"other children"* involved in this scenario. In attempting to control her "adult personality", however, the teacher tends to either *"abandon"* the situation altogether or to become unduly involved in the child's own fantasy and frustration in missing *"mother"*.

Montessori teaching in this *"moment of peril"* must control the *"adult personality"* by a determined and persistant positive communication with the child—even while the teacher may be feeling frustrated and awkward in the process. With negative feelings of frustration and discouragement, the teacher may have great difficulty in finding positive words of interest for Mary in the environment. However, any small detail of physical reality at such times may be a beginning of distraction away from the child's distressing fantasy; e.g., noticing the child's clothing, commenting on some physical object around the child, or calling the child over in a persistant manner to show something of possible interest.

Such *"small talk"* may initially require much direction and focus by the teacher—however, the child's first small efforts at some positive response to this teacher direction must be given every encouragement and opportunity to grow. Even a *"small step"* by the child in response to this positive teacher communication can be a seed of constructive activity that will eventually disengage the child from its prior fantasy—and move the child towards more *"normalized"* behavior in the environment.

Mutual Mischief

Tim and Alex are very close friends—4 year olds who seem to want to do everything together. However their joint activities often result in a mutual mischief of considerable disturbance to each other and the total group. When the teacher approaches to engage in conversation, Tim and Alex seem to become even more intense in their mutual mischief—sometimes to virtually disregard the teacher's communication or presence. The teacher's comments with either Tim or Alex only seem to encourage more mutual fantasy and mischief. *What to do?*

Answer in **Observer** March, 1994

Psychology

Cont'd. on Page 2. Col. 3

psychological connection of deep concentration and intellectual involvement with a specific object or exercise. Even small details of the child's behavior must be carefully observed to discover and interpret their underlying purpose and connection with fundamental instincts and interest.

Observation

> *"We begin by the observation of psychological facts in small children.*
>
> **Dr. Maria Montessori**
> *from* **Voice** *24 Nov 41, p. B*

Montessori teachers *"observe"* children to carefully prepare a supportive *"normalizing"* environment for their independent, self-directed development—to notice the subtle psychological implications of various forms of external activity. Such a penetrating type of *"Observation"* must constantly balance the child's *"Individual Liberty"* with the principle of *"Preparation of the Environment"*. These three fundamental Montessori principles help re-direct and guide the teacher's experimentation with children—to allow each child to magically unfold its own unique plan of creation.

The Magic Machine

> *". . . the child is the magic machine which must be studied itself . . . that is why it is of such great interest."*
>
> **Dr. Maria Montessori**
> *from* **Voice** *17 Nov 41, p. N*

By an amazing process of instinctive adaptation and spontaneous learning, the child under six is a sort of *"magic machine"*—building up its own entire personality and essential character. After this magical formative period of early childhood, the child loses its distinctive *"absorbent mind"* —and learning is then achieved only with a considerable effort and limited success. When parents and teachers fail to effectively control their unconscious prejudicial impositions on young children, the *"adult personality"* then becomes a serious detrimental influence in the environment—a primary obstacle to the complete revelation of the child's *"normalized"* expression.

Revelation

> *"It is impossible to make an observation of something that is still unknown . . . what is unknown should reveal itself through its own proper energies."*
>
> **Dr. Maria Montessori**
> *from* **Secret of Childhood,** *p. 112*

The *"normalized"* child cannot fully express itself when the *"adult personality"* continues to negatively impose itself in the environment. Montessori teaching must therefore control this *"adult personality"* element of the environment by a process of constant self-examination and *"inner preparation"*—to discover and gradually remove those various hidden inner defects and reactive behavior

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Creating New Education

Cont'd. from Page 1, Col. 1

The conference approached the question of controlling the *"adult personality"* as a process of finding the most fundamental behavior patterns in being with children to recognize and resolve such problematic *"personality"* issues as *"abandonment"* and *"negativity"*. Various specific *"misbehavior"* scenarios were analyzed and dramatized through role-playing the details among those attending. Havis stated that "this type of *'role playing'* helps us become more personally aware of our own underlying fundamental errors and negative behavior patterns that otherwise automatically impose themselves on children. In this way, we can help clarify the basic distinction of the *"child"* and it's *"environment"*—to recognize such specific errors as holding objects after eye contact attention is obtained with the child, failing to continue a positive dialogue with the child in various *"power struggle"* scenarios and using *"negative"* language patterns with children.

After the conference, **Teri Bickham**, Montessori teacher and school owner from Hammond, Louisiana, initiated planning and scheduling for a *"Creating the New Education"* conference in her local area for the

Cont'd on Page 4, Col. 1

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Psychology

November, 1993
Vol. XIV No. 4

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Creating New Education

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weekend of April 23–24, 1994. Society members may now register for this Hammond, Louisiana conference at the reduced rate of $130 per person (registrations must be sent in by *February 23, 1994*). For further information about specific location and registration, contact the Society at 912 Thayer Avenue, Suite 207, Silver Spring, Maryland 20910, Tel. (301) 589-1127.

Psychology

Cont'd. from Page 3, Col. 2

patterns which otherwise tend to automatically arise in moments of disorder and confusion. Such *"inner preparation"* is considerably aided by expanding one's imagination to envision the *"normalized"* nature of the child—even when its outer expression may appear as quite hostile and negative.

Imagination

> *"The world is acquired psychologically by means of the imagination. Reality is studied in detail, then the whole is imagined. The detail is able to grow in the imagination and so total knowledge is attained."*
>
> **Dr. Maria Montessori**
> *from* **Childhood to Adolescence**, *p. 34*

Montessori teachers can learn to imagine the *"normalized"* child—even when their immediate sensations of fear and lack of success are presenting a most contrary negative impression. By using imagination in a positive sense, we can see more clearly how our own *"personality"* defects and deficiencies are limiting the possibility for a child's true normalization. In communication and association with others committed to the same vision of the *"normalized"* child, we can thereby more effectively prepare ourselves to discover that universal way of being which transcends the particular defects of any one *"personality"*—the path of Montessori principles in accordance with a true scientific psychology.

Sharmini DeZylva (right) and Needra DeZylva (daughter of Sharmini; left) of Woodlands Training Centre (Sri Lanka).

Woodlands Training Centre

Cont'd. from Page 1, Col. 3

Society conferences and have otherwise maintained personal contact and association with the Society over the years. This personal contact will help considerable in creating a good working relationship between us as we proceed ahead to formation and operation of the various IMAC accreditation activities."

Havis expressed his hope that each unaffiliated Montessori teacher education program would recommend the appointment of a specific representative to serve on the IMAC Generic Review Committee—to assure their effective functioning in the essential accreditation work of IMAC. He stated that "this committee reviews essential documents of the various unaffiliated Montessori programs accredited with IMAC. So, the participation of at least one key representative of each of these programs on the committee would be most helpful to assure a fair and efficient operation of this aspect of IMAC activity. Scheduling of the first organizational meeting of IMAC should therefore await the formalization of membership on this essential committee."

For further information about IMAC, to join in its process of formation or otherwise, contact: IMS, 912 Thayer Ave. #207, Silver Spring, MD 20910, Tel. (301) 589-1127.

Trust Tutoring

Cont'd. from Page 1, Col. 1

received in the central office—and referred to various local regional directors to set up personal meetings for evaluation of students and contracting with clients. The computer system will be designed to efficiently match the specific needs of each client's situation to the most qualified tutor—and also to perform a wide range of ordinary office and business functions. In this way, office staff will be able to process a high volume of correspondence and telephone inquiries—and allow for the most thoughtful and efficient response to each tutoring situation.

Trust Tutoring will then expand to include a network of computers—so that several office staff can access the same database for inquiries and correspondence from outside the Washington, DC area. Havis stated that "we are already seeing the need and value of greater speed in communicating with regional directors for our local program. An enlarged computer network will be even more necessary as our expanding operation becomes more complex and far-reaching."

Havis has noticed particularly the labor-intensive nature of in-home tutoring—requiring a considerable precision and uniformity in the various routines and procedures applied to all tutoring situations. He stated that "our uniform standards and structure provides a basic integrity and consistency to our approach to tutoring—and also allows *Trust Tutoring* to eventually serve a much wider geographical area. The new facilities will simplify considerably the overall complexity of this operation—to help us provide a high quality of individual care and attention to each client, student and tutor involved.

Havis indicated that *Trust Tutoring* is important to the Society's work because it allows for direct study and analysis of the various psychological phenomena and basic aspects of learning in the adult-child relationship. Results of these experiments will be communicated through the Society's various publications, conferences, teacher education and other support services.

March, 1994

Vol. XV, No. 1

The Montessori

OBSERVER

Positive Attitude

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ACE Offers Alternative to Federal Recognition of Accreditation

In May, 1993, the *"Americans for Choice in Education"* (ACE) urged U.S. Secretary of Education **Richard W. Riley** to withdraw recognition standards of private accrediting agencies — relying instead on more limited means to control federal funding in higher education. ACE specifically suggested the alternative of state government approval and minimal financial parameters and reporting procedures for the individual institutions. As ACE president, **Lee Havis** urged the adoption of such *"less restrictive, more efficient means"* as an alternative to the existing intrusive recognition regulations applied to private accrediting agencies.

In his initial response to this ACE petition, Secretary Riley cited Department regulations required under new 1992 federal legislation. He stressed that the new legislation institutes various alternatives to approval from *"recognized"* accrediting agencies. Mr. Riley therefore urged a review of these regulations when

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Montessori Conference

Creating the New Education

Hammond, Louisiana

April 23–24, 1994

The Society's two-day weekend conference, "Creating the New Education" is for parents, teachers and others interested in improving their Montessori teaching skill and ability with children. Led by Lee Havis, the open-discussion format of the conference has evolved from the successful completion of over thirty-five (35) similar conference held throughout the United States and elsewhere since 1986.

Registration: $200 per person ($160, member rate) by March 23, 1994. A $50 late fee applies to registrations after deadline. Send registration fee to:

International Montessori Society
912 Thayer Ave.
Silver Spring, Maryland
Tel. (301) 589-1127

Children at the Casa Internacional in Yucatán, México (Mérida, México)

Casa Internacional in Yucután, México

— Montessori applied to Conservation Outreach

Located on the Yucatán peninsula of México (Mérida, Yuc.) the *Casa Internacional de los Niños* was established as a Montessori school in 1993 by **Patricia Rodriquez de Wood.** With 23 years of experience teaching children, Ms. Wood directs this school for English speaking families in southeastern México — and also for Mexican families wishing to expose their children to a second language from an early age.

The school operation also includes a *conservation outreach* project conducted at the nearby Sandoval Ranch (Campeche, México). Sponsored by the Fundacion Sandoval-Caldera, the project is being closely coordinated with environmental research conducted on the ranch by the U.S. Fish and Wildlife Service (USFWS).

Ms. Wood is supervising this outreach effort for conservation and environmental awareness by providing Montessori educational experiences to children in the isolated rural setting of the Sandoval Ranch. In this way, she hopes to improve the level of literacy in the local community — and also to teach basic physical, geographical, biological, and ecological concepts about the delicate ecosystem surrounding the Sandoval Ranch. Topics such as animal and plant reproduction, man's relationship to the environment, evolution, habitat loss, contamination, hygiene and sickness. will be included. Reflecting on her recent work with the *conservation outreach project,* Ms. Wood states that "we have found that applying Montessori principles, techniques and materials to this situation to be an extremely rewarding experience for all involved."

The conservation project also contemplates the direct participation of USFWS research personnel in certain activities to expand the learning and understanding of the children involved. Ms. Wood plans to extend her outreach program eventually to the local schools and other organizations in the region — through the active involvement of the children in her program. She states that "this could be achieved by preparing a small *traveling exhibition* of the work on the ranch with materials made by the children themselves. In this way, the community itself will be the main proponent of conservation objectives on the ranch".

For more information about the *Casa Internacional de Los Niños* or the work of Ms. Wood and her conservation outreach project at the Sandoval Ranch, contact: Patricia Rodriquez de Wood, Casa Internacional de los Niños, Calle 18 No. 102 21 X 23, Chuburná, Mérida Yucatan, México Tel. 81-03-42.

Positive Attitude

by Lee Havis

> *"...the attitude of the teacher should be at once positive, scientific and spiritual."*
>
> ***Dr. Maria Montessori***
> *from **Spont.. Act. in Ed.**, p. 37-38*

Montessori teaching to *"control the environment, not the child"* requires a most positive attitude in response to the various situations of misbehavior and disorder that commonly arise with ordinary children. At such times, the teacher's *"personality"* must be carefully controlled along with *"other children"* and *"physical objects"* around the particular *"hub"* child in question. Otherwise, negative thoughts lead to detrimental reactive behavior with children — reflecting the typical adult attitude to directly suppress and punish misbehavior.

Typical Attitude

> *"A typical attitude of the adult is to be always looking for vice in order to suppress it. But the correction of errors is often humiliating and discouraging..."*
>
> ***Dr. Maria Montessori***
> *from **Absorbent Mind,** p.240*

Punishment and other negative communication is the typical adult response to a child's disobedience and misbehavior. Whatever short-term gains may be accomplished by this *"control of the child"*, such a negative attitude tends to fundamentally disturb a positive, trusting adult-child relationship. Even without punishing and physically restraining the child, a well-meaning teacher may nonetheless humiliate a child through various more subtle forms of repressive behavior.

Humiliating a Child

> *"The greatest source of discouragement is the conviction that one is unable to do something. An adult, by constantly humiliating a child and making him aware of his weaknesses, dampens the child's desire to act."*
>
> ***Dr. Maria Montessori***
> *from **Secret of Childhood,** p.169*

Constant adult criticism and negative attention to error tends to humiliate and discourage a child — lowering the child's self-worth and creating undue dependency on adult authority. The humiliated child tends to lose faith in its own ability to act in a positive and successful manner — questioning and hesitating in it's every action and effort for self-directed development. Over time, the child may develop a very false idea about life and the process of correcting errors.

A False Idea

> *"When the teacher correct and states that that error must not be made, it gives a false idea and throws no light on the subject, and only discourages the pupil."*
>
> ***Dr. Maria Montessori***
> *from **Voice, p. J, Nov.** 1941*

The young child's *"absorbent mind"* tends to internalize adult criticism as self-condemnation — creating an internal obstacle to learning and positive change. Unable to understand or defend itself against such criticism, the young child develops a false idea of perfection — denying the possibility of error and completely avoiding any attention to its correction. Subjected to constant negative influences during the early childhood period, the child develops a pattern of deep discouragement which permeates and defines its entire *"personality"*.

Discouragement

> *"There is nothing more harmful than discouragement when new formations are being made..."*
>
> ***Dr. Maria Montessori***
> *from **Absorbent Mind,** p.256*

Absorbing the adult's constant negative criticism, a young child acquires an attitude of discouragement that affects its every action and thought. The discouraged child tends to avoid any significant effort at correction or self-improvement — and may develop a defensive pattern of acting out fantasy and various types of anti-social behavior. By contrast, Montessori teaching responds to the child's behavior by giving space for its more positive, constructive interests and tendencies.

Giving "Space"

> *"The usual concept of direct correction and suppression of defects is wrong...Correction is possible only by expansion, by giving space, by opening up the means for the expansion of the personality."*
>
> ***Dr. Maria Montessori***
> *from **Formation of Man,** p.49*

Montessori teaching creates a type of psychological *"space"* to the misbehaving child — by offering various alternatives and encouragement for *"normalized"* behavior; i.e., consistent with the child's true nature in complete harmony with its environment. The adult's attitude reflects a positive, friendly distraction and non-judgmental questioning in the circumstance of some misbehavior activity — to lead children towards some more constructive activity in the environment. Such *"indirect"* teaching ultimately leads to a true way of correcting errors through the process of *"normalization"*.

True Way of Correction

> *"The true way to correction is always the same: through exercising himself the child will arrive at the possibility of perfecting his obedience."*
>
> ***Dr. Maria Montessori***
> *from **Voice, 8 Jan.**, 1942, p.B*

The approach of *"controlling the environment, not the child"*, directs the adult to seek out some point of interest for the child — to experience a moment of profound concentration in the psychological event of *"normalization"*. Once *"normalized"*, the young child begins to follow its

Cont'd on Page 3, Col. 2

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Learning

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Lee Havis, Executive Director

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Moment of Peril

Mutual Mischief

from **Observer**, *November 1993*

by Lee Havis

"Mutual mischief" arises when the misbehavior of a single "hub" child is significantly supported and encouraged by another child (**see Observer**, *November, 1993*). In applying the approach of *"control the environment, not the child"*, we recognize at first the difficult and confusing task of distinguishing the *"child"* from it's *"environment"*.

In this type of *"moment of peril"*, the *"hub"* child is the one that seems to be taking the most initiative and leadership in the situation. The *"other child"* may then be identified as an element in the "environment" — and the teacher may approach this *"other child"* with various forms of positive, distracting interaction.

The first most passive form of adult interaction e.g., eye contact or non-verbal gestures may not be possible because of the intensity of the involvement between the two children, therefore, perhaps a direct statement to the *"other child"* would generate some positive response: e.g. "come over here Tim, I have something to show you" or "Tim, bring that over to me and let's take a look at it". Otherwise, it may be suitable to briefly hold the *"other child"* or some *"physical object"* which is at issue in the situation. Since the *"adult personality"* is also involved in the environment as a *"detrimental influence"*, be sure to avoid the tendency towards *"negativity"* in the communication — or outright *"abandonment"* as the situation seems to escalate in emotional intensity.

Although *"separation"* of the children is usually the most effective possible solution, a more *"social"* solution may also emerge spontaneously by listening carefully to the children in their verbal expression. Sometimes, another child will intervene in the scene — and this is often an opportunity to engage with this new *"other child"* in some form of positive *"social interaction"*. Perhaps the new child will suggest some idea that the misbehaving child will accept as an alternative — and the entire scene of *"mutual mischief"* will seem to disappear all by itself.

To avoid these scenes of *"Mutual mischief"* from emerging so frequently in the future, the teacher should make sure to maintain as much *"eye contact"* with the *"hub"* child as possible — particularly at

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Positive Attitude

Cont'd from Page 2, Col. 3

own true way of correcting errors — by interacting in a positive manner with its various interests in the environment. To create such a *"normalizing"* environment, the adult must constantly engage in a process of *"inner preparation"* — to uncover and resolve those various inner attitudes which otherwise result in negative, destructive behavior with children.

Inner Attitudes

> *"...we must check those inner attitudes characteristic of adults that can hinder our understanding of a child."*
>
> ***Dr. Maria Montessori,***
> *from* ***Secrets of Childhood*** *p.153*

Controlling the *"adult personality"* requires at first a recognition of the possibility of *"being"* which is separate and distinct from one's ordinary self-identification — to align one's thoughts and actions to such fundamental laws of nature as (1) *"Observation"*, (2) *"Individual Liberty"* and (3) *"Preparation of the Environment."* From this expansive prospective, the *"adult personality"* can then be more objectively observed and controlled — to discover and resolve those various limiting inner attitudes, defensive thought patterns and reactive tendencies towards negative behavior. We can then more easily uncover and correct the many unknown errors that stubbornly persist within ourselves to deter our best efforts at effective Montessori teaching with children.

Unknown Error

> *"...men's attitudes towards their own errors have been contradictory...pained by conscious error but attracted and fascinated by unknown error."*
>
> ***Dr. Maria Montessori***
> *from* ***Secret of Childhood,*** *p.14*

Although unseen and easily overlooked, *"unknown error"* does exists to detrimentally affect our being with children. Evidence for it's existence lies in the continuing lack of normalized behavior in the children we see around us every day. To correct such unknown errors we must question and analyze our basic beliefs, prejudices and other deeply hidden reactive patterns of thought — to become rightly disposed to the task of creating a normalizing environment for children.

Rightly Disposed

> *"The first thing required of a teacher is that he be rightly disposed for his task."*
>
> ***Dr. Maria Montessori***
> *from* ***Secret of Childhood,*** *p.149*

The adult becomes rightly disposed towards children by constantly correcting one's being in accordance with the direction and guidance of the three fundamental Montessori principles. Separate and distinct from one's ordinary personality , this new way of committed being tends to spontaneously moderate, restrain and otherwise control our various detrimental attitudes, negative reactive behavior and other unconscious errors with children. Our actions may then eventually lead to discovery of the normalized child — with its spontaneous positive mind in complete harmony with the entire environment.

A Positive Mind

> *"...children...have got a positive mind and they go to the immediate reality of things."*
>
> ***Dr. Maria Montessori***
> *from* ***Voice,*** *13 Nov. 1941, p.H*

The approach of control the environment, not the child leads us eventually to see the child's true nature emerging with its most positive mental attitude towards others and physical objects. Committed to the three Montessori principles, the adult likewise comes into harmony with the profoundly positive instincts of the normalized child. In this way, even our

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Positive Attitude

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Mutual Mischief

Cont'd from Page 3, Col. 1

times when there appears to be a potential for disturbance in the social group. In the end, the events of *"mutual mischief"* will become less frequent as the children individually interest themselves in positive and constructive activity on behalf of their own true *"normal"* development.

Buzz Off

The teacher knows that five year old Jacob is usually the *"hub"* child of most misbehavior scenarios in the classroom. In an effort to encourage rapport and cooperation with this child, the teacher often approaches Jacob when he is alone and engaged in some distracting fantasy. When the teacher offers some friendly comment or interjection at such times, Jacob responds with a terse *"buzz off"*. Since the teacher senses that her presence is resisted by Jacob, she usually backs off to approach other children in a positive friendly way. However, Jacob usually finds himself in mischief with other children soon thereafter — and then the teacher must intervene more actively. *What to do?*

Answer in Observer May, 1994

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◆◆ ◆◆

Positive Attidude

Cont'd from Page 3, Col. 3

most awkward efforts at Montessori teaching will gradually become corrected and refined in the face of negative and discouraging situations — to gradually restore and reinforce a consistently positive attitude towards children and others in our life.

***Voice** refers to **"The Voice of Dr. Maria Montessori"** (J. Hardinge, Publ.)*

ACE Offers Alternative

Cont'd. from Page 1, Col. 1

made available for public comment. Further ACE correspondence has nonetheless continued to urge the outright repeal of any reference to recognition of private accreditation in the new legislation . At present, the content and nature of the indicated new regulations are somewhat unclear — since they have not as yet been published and available for public review.

In 1994, ACE renewed its request for the Secretary's support of repeal of the objectionable sections of the 1992 legislation. Havis is particularly concerned about the adverse effect that such *"recognition"* could have on Montessori teacher education programs — and the possible result of stifling diversity, innovation and healthy competition in the field.

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Learning

by Lee Havis

> "...it is not by teaching that the child learns, but that the child learns without wanting consciously to learn and therefore learns without effort and without being forced."
>
> **Dr. Maria Montessori**
> *from* **Voice*** *10 Dec. 41, C*

From birth, children begin to learn about the most basic aspects of their physical reality— exploring the environment with a burning intelligence that consumes their every waking moment. Committed to nurturing such inborn instincts for intellectual development, Montessori teaching offers the young child many opportunities to gain important academic and cultural knowledge in such areas as language and math. With the support of such a committed environment, the child emerges as a great worker in constant pursuit of ever increasing knowledge and understanding.

Great Worker

> "...the child is a great worker ... who can learn by himself, teach himself, and who possesses discipline within himself..."
>
> **Dr. Maria Montessori**
> *from* **Formation of Man**, *p. 66*

Based on such fundamental principles as (1) *Observation*, (2) *Individual Liberty* and (3) *Preparation of the Environment*, Montessori teaching is guided by the child's own unique interests for goal-directed activity; i.e., *"work"*. Young children are allowed and encouraged to follow their own inner plan of study and learning — to take their time to concentrate intensely on objects they themselves chose to study. In such a moment of profound concentration, the young child becomes *"normalized"* — fixing within itself habits of self-discipline and mental order that permeate its whole being as personality.

Fixing Habits

> "... There are periods in childhood for gaining some impressions and fixing habits which, if they are neglected can never be redeemed."
>
> **Dr. Maria Montessori**
> *from* **Discovery of the Child**, *p. 171*

Before the age of six, the child fixes its basic habits of thought and action for life — using its *"absorbent mind"* to receive and internalize a great mass of information through an intimate sensory interaction with the environment. During this critical early learning period, sensory experiences have a profound influence on the child's whole success in later learning. Vital constructive mental development occurs in every aspect of the young child's physical activity and movement.

Movement

> "...by a habit of work a child learns to move his hands and arms and to strengthen his muscles more than he does through ordinary gymnastic exercises."
>
> **Dr. Maria Montessori**
> *from* **Discovery of the Child**, *p. 81*

Movement guided by the intelligence is the way of normal being in early childhood — a constant learning process of action directed to a preconceived goal or objective. Montessori teaching must therefore prepare the *"normalizing"* environment to meet the many diverse expressions of physical movement — offering an assortment of well-ordered, attractive materials and exercises which invite exploration and concentrated attention. In such a stimulating environment, the child's natural instinct is to learn by the continuous repetition of various specific physical actions.

Repetition

> "... repetition is natural way of learning..."
>
> **Dr. Maria Montessori**
> *from* **Voice*** *17 Nov. 41, p. D*

The young child's learning occurs by absorbing the surrounding order of nature — a process of mental activity that requires a considerable repetition of certain external actions; e.g., simple hand movements associated with an intense eye focus, interest and concentration. Such repetition seems to bond the child's mind with reality — to reinforce and establish an inner sense of order, integrity and self-confidence. Before the age of six, children are uniquely sensitive to such intellectual activities — particularly to develop the basic language skills of reading and writing.

Language

> "...the child, who just by skipping and playing learns the language in all it's grammatical forms."
>
> **Dr. Maria Montessori**
> *from* **Voice** *12 Nov. 41, p. 3*

From the age of about two, children have a natural interest in extending their spoken language knowledge to its written representation as well. Until about the age of six, their special *"sensitivity"* to language development makes the learning of reading and writing much more logical and inviting than in later childhood when the *"absorbent mind"* is no longer active for effortless learning. This natural language learning in early childhood occurs by simply observing and interacting with others — even perhaps without the benefit of formal lessons given by the teacher.

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Discussion of Montessori principles during the Society's "Creating the New Education" conference in Hammond, Louisiana — April 23-24, 1994

Creating the New Education in Louisiana

— The Hammond conference, April 23-24, 1994

On April 23-24, 1994, the Society conducted its latest "*Creating the New Education*" conference in Hammond, Louisiana — the first such conference ever held in the state of Louisiana. **Teri Bickham**, Director of the local Oaks Montessori School was instrumental in planning for this event which she particularly sought for her school staff and others interested in this type of personal inquiry and "*inner preparation*" for Montessori teaching.

Many scenarios were presented to show how the "*adult personality*" can impose either undue dependency or excessive adult control with children. Directing the discussion towards Montessori principles, **Lee Havis** pointed out how giving "*permission*" and setting up "*rules*" for the children are subtle ways of imposing undue adult authority and control over children. He noted that "rather than giving '*permission*', we can question children on the wisdom of some action — to return the problem to their own independent process of resolution."

After the conference, Havis observed at the Oaks Montessori School — to consult and work with many of the teachers who attended the conference. He later indicated how impressed he was with the quality of independence and self-direction of so many of the children...

Portions of the Hammond conference were transcribed on audio tape for possible sale to the general public. In this way, the Society hopes to enlarge the value and contribution of the conference to others who did not attend. The next Society conference is scheduled for Columbia, South Carolina, October 8-9, 1994

Montessori Conference

Creating the New Education

Columbia, South Carolina

October 8-9, 1994

The Society's two-day weekend conference, "*Creating the New Education*" is for parents, teachers and others interested in improving their Montessori teaching skill and ability with children. Led by Lee Havis, the open discussion format of the conference has evolved from the successful completion of over thirty-five (35) similar conference held throughout the United States and elsewhere since 1986.

Registration: $200 per person ($160, member rate) by September 8, 1994. A $50 late fee applies to registrations after deadline. Send registration fee to:

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New IMAC Agency Formed for Montessori Accreditation

On May 16, 1994, **Lee Havis** of the *International Montessori Society* and **Sharmini DeZylva** of the *Woodlands Training Centre (Sri Lanka)* met to initiate operation of the new *International Montessori Accreditation Council* **(IMAC)**. This new accrediting agency will accredit any teacher education program in the field of Montessori — according to broad standards designed to include the entire Montessori community.

At the May meeting, it was agreed that Lee Havis would serve as IMAC Board chairperson, and Sharmini DeZylva as treasurer. The International Montessori Society will function in the IMAC structure as a "*collaborating organization*" with its own review committee. The Woodlands Training Centre will function as an "*unaffiliated training program*", with accreditation provided through a "*Generic Review Committee*". The May meeting also confirmed acceptance of the membership of the IMAC Advisory Committee and Generic Review Committee — two bodies which have major responsibility in the IMAC accreditation process.

The IMAC board is planning its next meeting for July, 1994, to verify preliminary accreditation status of the various IMAC programs, and to initiate further accreditation activities. At that time, the board will also consider response and action on the matter of "*recognition*" of Montessori accreditation by the US Department of Education. Havis indicated his concern that a non-IMAC agency has recently submitted its petition for "*recognition*" in the field of Montessori teacher education — and that such "*recognition*" would adversely affect efforts of IMAC to promote quality, harmony, and constructive cooperation in the Montessori community.

Havis stated that "IMAC provides a structure for the widest possible diversity of programs in the field — protecting innovation and creative alternatives which are vital to the continued growth and progress of Montessori education. If there is to be any government recognition

Cont'd. on Page 4, Col. 1

Moment of Peril

by Lee Havis

Buzz Off

When five year old Jacob says "*buzz off*" to a teacher's effort at friendly communication (**see *Observer*, *March, 1994***), the teacher tends to back away as an immediate impulse and reaction. However, such "*abandonment*" of Jacob in this situation seems only to encourage this "*hub*" child to later increase his negative behavior with others. Unless the teacher confronts this child's "*acting out*" of hostility towards the environment at an early point, the misbehavior will likely continue and increase in intensity.

In this present "*moment of peril*", the teacher's "*personality*" reflects a detrimental presence — tending towards either "*abandonment*" or "*negative*" words and actions. Now, the teacher must carefully control her own "*personality*" — and perhaps stay active with Jacob in a friendly, positive way — even as Jacob seems to be showing a negative reaction and even open hostility to this adult attention.

To control the "*adult personality*" in such circumstances, the teacher may question the child about what it is doing or would like to do at this time. Even if the child appears passive in outward response, there is likely an inner being of considerable hostility — discouraging, negative thoughts and emotions that require some very skillful adult attention. By continuing to voice words of comfort and reason with the child, the teacher is offering a real choice for contact with reality and goal-directed activity.

In response to "*buzz off*" from the child, the teacher may ask such leading questions as "would you like to be alone?" or "are you thinking about something?". Knowing that the child's mind is always active in a conscious state of being, the teacher should persist with the questioning in the face of apparently "*nothing*" from the child — until the child appears to respond in a more positive, friendly manner. Usually, the presence of other children in a friendly conversation is a good beginning to lessons in "*grace and courtesy*" or some other "*practical life*" activity — and Jacob will begin to find his way back to reality and normal being.

Group Disorder

While the children seem to be working along in a calm, peaceful manner, a sudden "*group disorder*" seems to arise from no where — drawing to it increasing

Cont'd. on Page 4, Col. 1

Learning

Cont'd. from Page 2, Col. 3

Learning without lessons

> *"Some individuals learn without even having received any lessons, solely through listening to the lessons given others."*
>
> **Dr. Maria Montessori**
> *from* **Montessori Method**, *p. 293*

Learning occurs indirectly in the Montessori environment — by the spontaneous interaction and self-directed activity of children following their various motives and interests for intellectual activity. The best lesson presentations by the teacher are usually brief — consisting perhaps of only a single word such as "*look*", or some brief moment of eye contact from across the room. Such indirect teaching avoids the ordinary traditional approach of attempting to motivate children through punishment and rewards.

Punishment and Rewards

> *"...teachers do not believe that children are active learners. They drive and encourage, or give punishment and rewards, to stimulate work."*
>
> **Dr. Maria Montessori**
> *from* **Formation of Man,** *p. 10*

Ordinary teaching encourages specific performance in children to either please the teacher (reward) or to avoid her disapproval (punishment). However, such adult manipulation discourages children from their own self-directed and independent learning. By contrast, Montessori teaching trusts the child's own "*teacher within*" to guide the learning process for a natural development of true intelligence.

Intelligence

> *"Our care of the child should be governed not by the desire 'to make him learn things', but by the endeavor always to keep burning within him that light that is called the intelligence."*
>
> **Dr. Maria Montessori**
> *from* **Spont. Activity in Ed.**, *p. 240*

Montessori teaching aims for the long-term benefit of life-long learning — to encourage a natural intelligence from within the child itself. To support this natural intellectual development, the supervising adult must carefully observe to interpret the child's specific interests for spontaneous activity — and then provide the most suitable means to meet these interests with various objects and exercises. Such insightful "*observation*" helps the young child to acquire a strong and self-reliant character in harmony with the needs of the surrounding situation.

Character

> *"...a child of six may show an accumulation of characteristics which are not really his own, but are the results of earlier misfortunes ... then we have a child devoid of character and unable to learn."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 196*

Character develops during early childhood as basic patterns of thought, beliefs and attitudes are built up and stabilized within the personality. By age six, character flaws such as diminished self-image, lack of integrity and habits of dependency on others may become very evident in outer behavior — the legacy and result of prior neglect and negative influences from adults during early childhood. Montessori teachers with young children must therefore carefully notice and correct these unconscious impositions of "*personality*" — a process of constant inner preparation of the spirit.

Cont'd. on Page 4, Col. 2

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New IMAC Agency

Cont'd. from Page 1, Col. 3

of accreditation in the field, I believe it should be for IMAC — which reflects an inclusive service and purpose for the entire Montessori community. The IMAC board is already in agreement to strongly oppose the petition for recognition of the current non-IMAC agency — as being exclusionary and unreliable authority to adequately measure quality in the field. At our July meeting, I believe we should consider IMAC's own petition for recognition — to offer an alternative to the current exclusionary efforts."

For further information about IMAC, its standards and criteria, and how to apply for accreditation, contact: Lee Havis, IMAC chairperson, 912 Thayer Ave., Silver Spring, MD, 20910 USA. Tel. (301) 589-1127.

Moment of Peril

Cont'd. from Page 3, Col. 1

attention and involvement from other children. As the children are racing around after each other in a wild frenzy, the teacher's initial response has been to raise her voice to call for calm and to re-direct attention to orderly activity. However, unless the teacher becomes harsh and punitive, the children seem to ignore her words and continue in their "*group disorder*" even more. *What to do?*

Answer in September, 1994, ***Observer***

Learning

Cont'd. from Page 3, Col. 3

Preparation of the Spirit

> *"The training of a teacher ... is something far more than a learning of ideas ... it is a preparation of the spirit"*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 13*

Controlling one's own "*personality*" in the child's environment is a vital priority in following the approach of "*control the environment, not the child*". Such an "*inner preparation*" requires adults to objectively observe their own "*personality*" as any other element in the child's environment — to prepare one's own spirit by a constant process of self-examination, study and analysis. In this way, we must notice and carefully control our own words and actions with children.

Words

> *"Since children are so eager to learn and so burning with love, an adult should carefully weigh all the words he speaks before them."*
>
> **Dr. Maria Montessori**
> *from* **Secret of Childhood**, *p. 104*

"*Personality*" defects readily emerge in our ordinary words with children — unconscious self-expression which tends to reflect our various reactive thoughts and subconscious failings. In moments of stress and inattention, we can easily react in negative and thoughtless ways — even though our conscious desire may be quite the opposite. We must therefore learn to carefully listen to our words — to notice the reality of our "*personality*" being reflected by our beliefs, attitudes and methodology with children.

Methodology

> *"The child does not learn better from one method or with another method when he is affronted by the teacher who imposes herself ..."*
>
> **Dr. Maria Montessori**
> *from* **Voice*** *17 Nov. 41, p. B*

Hidden errors, defensive reactions and prejudicial thinking tend to distort our commitment to Dr. Montessori's vision of the "*normalized*" child — forming instead a type of "*methodology*" which becomes deeply ingrained in our total way of being. The essential truth of "*Montessori*" as a transcendent way of being therefore tends to erode and distort itself according our limiting patterns of "*personality*" — to become a mental obstacle to the full "*normalized*" being of children. We must therefore constantly prepare ourselves within by questioning our most fundamental ideas, beliefs, and understanding of the life and reality — to free the child to learn according to its own true normal plan of creation.

***Voice** refers to "*The Voice of Dr. Maria Montessori*" (J. Hardinge, Publ.)

Positions & Placements

Teacher: Montessori training and experience. To work with 3-5 year olds in a new school in Saudi Arabia. Good salary and benefits. Send resume to: Dr. Ilteam, PO Box 130711, Ann Arbor, MI 48113 USA.

September, 1994

Vol. XV, No. 3

IMS

The Montessori

OBSERVER

Responsibility

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John Bradshaw Appointed to Society's Advisory Board

In August, 1994, **John Bradshaw,** accepted the Society's appointment to serve on its Advisory Board — joining **Elizabeth Hainstock** and **Dr. Orin Cornett** to review and offer advice on the Society's work of expanding awareness of Montessori principles in the world. A noted author, educator and public speaker, Mr. Bradshaw is particularly well-known for his PBS 1990-91 TV series on "*Homecoming*" — an exposition of his approach of "*healing the inner child*" to resolve early childhood abuse and dysfunctional family relationships (**see *Observer***, *September, 1992*).

Mr. Bradshaw holds a B.A. degree from the University of Toronto (1958) and M.A. degree in Philosophy (1963) from the same institution. As an educator, he has served on the faculty of various institutions, and has been a teaching fellow at Rice University (1969-72) where he completed graduate work in Psychology and Religion.

Since 1960, Mr. Bradshaw has conducted many lectures and seminars concerning behavior, motivation and the process of "*healing the inner child*". In 1981, he began to host a television series based on Erik Erikson's eight stages of man. Since then, he has hosted such popular TV series as BRADSHAW ON: THE FAMILY, BRADSHAW ON: HOME-COMING and others. He is also the author of three best- selling books based on the

Cont'd. on Page 4, Col. 1

John Bradshaw, new Advisory Board Member

IMAC Advisory Committee meeting in Silver Spring, Maryland, July 14, 1994, clockwise from left, Dr. H. Kent Baker, Dr. Alexander Riddel, Pradeepa Lanora, Sharmini De Zylva, G. S. Pitigala, Dr. Jerry Duvall and Linda Rusthoven

IMAC Meetings Support US Government "Recognition"

On July 13-14, 1994, the IMAC Board of Directors held a series of meetings in Silver Spring, Maryland to further initial organizational work of this umbrella accrediting agency for Montessori teacher education. The Board specifically approved an IMAC initiative to secure official "*recognition*" as an accrediting agency with the US Department of Education — and to continue to oppose recognition of any "*non-inclusive*" Montessori accrediting agency, such as MACTE. In August, **Lee Havis**, IMAC chairman, submitted the official request for such "*recognition*" to the US Department of Education — and the process of approval is now set in motion.

On July 14, 1994, the IMAC "*Advisory Committee*" held its initial meeting — to discuss organizational procedures and receive preliminary reports from the various IMAC committees. **Sharmini De Zylva** presented to the committee a brief introduction to the operation of her *Woodlands Training Centre* in Sri Lanka. In attendance were Advisory Committee members **Dr. Alexander Riddel, Jr., Dr. H. Kent Baker, Dr. Jerry Duvall** and **Linda Rusthoven**.

The Advisory Committee agreed to support the IMAC effort for "*recognition*" with the US Department of Education — and to oppose any recognition of "*non-inclusive*" agencies such as MACTE. The Committee decided to schedule its next meeting again in fall, 1994 — to act on review committee recommendations concerning the initial accreditation status of current IMAC programs.

For further information about IMAC activities, contact: Lee Havis, Chairman, IMAC, 912 Thayer Ave., Suite 207, Silver Spring, Maryland, USA 20910, Tel. (301) 589-1127

Romalda Spalding

— In Tribute and Remembrance

The passing of **Romalda Spalding** on January 29, 1994 calls us to remember this great personality who contributed so much to education over the years. As member of the Society's Advisory Board since 1980 and author of the popular "*Writing Road to Reading*", she prominently expressed herself as a foremost advocate of a "*phonics*" approach for learning to read.

Cont'd. on Page 3, Col. 3

Responsibility

by Lee Havis

> *"Woe to us, when we believe ourselves responsible for matters that do not concern us, and delude ourselves with the idea that we are perfecting things that will perfect themselves quite independently of us!... the profound question arises: what then, is our true mission, our true responsibility?"*
>
> **Dr. Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, p. 6

Montessori teachers must ultimately respond to fundamental laws of nature with children — to *"control the environment, not the child"*. Since such a far-reaching task can only be approximated by our limited and imperfect human efforts, we must constantly ask *"what is our responsibility?"* in each new problem situation we encounter. While this indirect responsibility for children seeks to control only the child's environment, traditional education attempts to assume responsibility over the child itself — to mold its mind according to the demands of adult society.

Mind of a Child

> *"It is said that the mind of a child is empty — without a guide and without laws of its own. Adults, therefore, are supposed to have the great and complete responsibility of filling it, guiding and commanding it."*
>
> **Dr. Maria Montessori**
> *from* **Formation of Man**, *p. 63*

Viewing the child's mind as essentially *"empty"* and *"unguided"*, ordinary teaching attempts to directly control all essential aspects of the child's intellectual activity. In this way, the child is forced to abandon its own natural path of self-directed learning — to comply instead with the adult's own preconceived instructional goals for the group. Assuming the role of a creator, traditional teachers impose a god-like authority over the child's whole process of learning.

Role of Creator

> *"Adults... have adopted the role of a creator and in their pride have maintained that they are responsible for everything that pertains to the child. They make him good, pious, and intelligent...they refuse to admit that they are exercising any tyranny..."*
>
> **Dr. Maria Montessori**
> *from* **Secret of Childhood**, *p. 152*

Rigid curriculum requirements, group instruction, rewards and punishments all work against the child's own individual learning through self-directed interest. Within such restrictive conditions, the child must adjust itself to many forms of adult control and manipulation under the guise of *"teaching"*. Such traditional teaching assumes a most formidable task to transmit cultural knowledge which is far beyond such basic skills as reading, writing and arithmetic — to influence the child's whole system of thought and action.

Formidable Task

> *"... it is the teacher who must form the pupil; the development of the child's intelligence and culture are in his hands. He has a formidable task and a tremendous responsibility."*
>
> **Dr. Maria Montessori**
> *from* **Spontaneous Act. in Ed.**, *p. 30*

In their efforts to *"educate"* children, traditional teachers must necessary deny and oppose the child's own natural plan of self-education. Through compulsory schooling and a vast system of government-operated and funded programs, such *"education"* has become pervasive and well-established in society. Nevertheless, the school as an independent social institution can offer an alternative to the repressive approach of control and prejudice towards children — to create a *"new education"* for the emergence of the child's true nature.

The School

> *"The social problems of the child and the adult are therefore integrated, but can also be separately considered, and the school bears special responsibility for the child."*
>
> **Dr. Maria Montessori**
> *from* **To Educate the Human Pot**., *p. 120*

Committed to fundamental laws of nature, Montessori schools seek to fulfill the true responsibility of education — to free the human spirit to fully express itself in the world. Guided by three underlying Montessori principles, (1) *"Observation"*, (2) *"Individual Liberty"*, and (3) *"Preparation of the Environment"*, this new *"normalizing"* school follows the educational plan of the *"teacher within"* the child itself. However, such a Montessori committed program can only function effectively with the close cooperation of parents — the human authority for children in the world.

Human Authority

> *"Parents today... abandon their children to social customs as if they were inevitable. No voice is raised in their defense, and yet if there is a voice that should defend them it is that of love and the power of love, the human authority of their parents."*
>
> **Dr. Maria Montessori**
> *from* **Secret of Childhood**, *p. 216*

Distracted by the many detrimental influences of modern society, parents need considerable support to meet their natural responsibility to care for and nurture their offspring. Montessori schools provide this parental support by offering a suitable opportunity for group activity — to

Cont'd on Page 3, Col. 2

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November Observer
featuring
Experience

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Dr. Clifford F. Thies, Economics Professor

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Moment of Peril

by Lee Havis

Group Disorder

A scene of group disorder with children can seem like a "*little hell*" where even the most determined efforts at Montessori teaching seem impotent and vain (**see Observer**, *May, 1994*). Distracted from one scene of violent chaos and confusion to another, the responsible adult may have very little idea of where to begin to "*control the environment, not the child*".

In such a "*moment of peril*", all the children appear as the "*hub*" child, and any communication or interaction seems to reactivate the "*adult personality*" — to simply make matters worse. At such times, the tendency to give vent to angry and impatient words of threat and coercion may seem quite natural and necessary.

When faced with such a "*group disorder*", the ordinary tendency is to respond to the "*group*", rather than some individual child — and this appears to be what is happening with the teacher here in this "*moment of peril*". When all the children seem as "*hub*", the best approach may be to single out any child, and offer some friendly re-direction or other form of distraction. If the chosen child "*refuses*" or "*declines*" to take direction, assume that this is now the "*hub*" child, and proceed to try another friendly interaction with another child — often, this will be most effective with a child very close to the first "hub" child. The focus of "*work*" may be nothing more complicated than sitting quietly to look at a book, cleaning up a table area or sitting next to the teacher for some simple body movement or singing activity.

Once the chosen "*other child*" takes a positive direction and begins to calmly settle down with some work activity, the teacher can get "*eye contact*" with other children, one at a time, calling them over likewise to sit close to the teacher to watch the first child working — or otherwise to engage in any type of friendly, positive conversation. As more children are brought together in some positive activity, the teacher can comment in a friendly way to draw attention to their positive behavior, and this tends to encourage any remaining "*hub*" children to respond in a similar positive manner.

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cultivate interests and encourage each individual child to work in harmony with others. In this way, parents and schools cooperate together to serve the higher purpose of the child's true spirit.

The Child's Spirit

> *"The master whom the teacher serves is the child's spirit; when it shows it's needs she must hasten to respond to them."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 281*

Montessori teaching views the "*child*" as an "*unknown entity*" — a spiritual being that follows its own unique inner plan of development. To effectively "*control the environment, not the child*", we must therefore carefully distinguish this unknown "*child*" from its surrounding "*environment*". The teacher's first and essential duty then becomes directed to creating an effective "*normalizing*" environment.

Teacher's First Duty

> *"... the teachers first duty is therefore to watch over the environment... it's influence is indirect, but unless it be done well done there will be no effective or permanent results of any kind, physical, intellectual or spiritual."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p. 278*

We apply the principle of "*preparation of the environment*" by carefully controlling and removing the detrimental influences in the "*other children*", "*adult personality*" or "*physical objects*" around the central "*hub*" child in question. We must particularly control the "*adult personality*" by thoughtful observation and inner preparation — to notice how our hidden defects and inner errors are constantly mirrored in what appears in outer form as the "*child*" itself. Before "*normalization*", controlling the "*adult personality*" can be most difficult when the child's outward behavior does not reflect that voluntary self-discipline and love of order we associate with its natural state of true "*normalized*" being.

Voluntary Self-Discipline

> *"... the staff must take the responsibility for maintaining order until the order of voluntary self-discipline is established."*
>
> **Dr. Maria Montessori**
> *from* **From Child to Adolescence**, *p. 120*

Before there is voluntary self-discipline in children, we must thoughtfully respond to many forms of misbehavior — to control our most deeply hidden reactive tendencies and negative communication with others. We must then express ourselves with a very personal and positive interaction with children — offering activities and opportunities for real work as opposed to fantasy play. Only when profound concentration signals the beginning of "*normalization*" does the child itself assume a real commitment of responsibility for the well-being of others.

Commitment

> *"... the responsibility for one's own actions... represent collective efforts. The basic moral principle requires a commitment from the individual... the commitment of the individual to the group..."*
>
> **Dr. Maria Montessori**
> *from* **From Child. to Adolescence**, *p. 19*

Cont'd. on Page 4, Col. 2

Romalda Spalding

Cont'd. from Page 1, Col 3

Since 1931, Mrs. Spalding made her positive presence felt with children in the classroom, and later in the development of her unique "*phonics*" approach to reading. Spalding's "*Writing Road to Reading*" continues to provide a valuable support and resource for Montessori teachers and others who are seeking to simplify the process of learning to reading. For many years, Mrs. Spalding helped parents and teachers understand and appreciate the regularity of spelling in the English language in various workshops she conducted throughout the world.

Mrs. Spalding's work continues on today in the "*Spalding Education Foundation*", 5930 W. Greenway, Suite 4, Glendale, Arizona 85306. In a recent letter

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Marketplace

Montessori Materials Guide. Have the most complete and up-to-date list of Montessori materials suppliers in North America. This premiere, 16-page publication presents 74 companies and the material types or services they provide. Mail $5.00 for one or $9.00 for two MMGuides (includes 1st class delivery). Send to: **In-Print for Children**, 2270 Mt. Carmel Ave., Glenside, PA 19038. Ask for a free In-Print catalog too.

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September, 1994
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Moment of Peril

Cont'd. from Page 3, Col. 1

Negative Mind-set

4 year old Molly seems to always react with a negative mind-set towards the teacher's direction. Even brief "*eye contact*" from across the room is enough to spin Molly into a severe "*power struggle*" with the teacher — as she acts out her defiance against some unknown rage in her life. Despite the teacher's patient determination to keep a friendly, positive communication at such times, the "*power struggle*" escalates by Molly throwing objects and otherwise disturbing the physical safety of objects and other children. *What to do?*

Answer in November, 1994, ***Observer***

John Bradshaw

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subjects of these shows, the latest entitled "*Creating Love*".

Mr. Bradshaw is presently national director of the John Bradshaw Center at Ingleside Hospital in California — an institution which deals with such problems as dysfunctional human relationships, addiction and drug abuse. For the past twenty years, John Bradshaw has combined the roles of author, counselor, theologian, management consultant and public speaker, becoming one of the leading figures in the fields of recovery and dysfunctional families.

Lee Havis, Society executive director, indicated his appreciation to Mr. Bradshaw for this important relationship of support and mutual cooperation. He stated that "I believe that Mr. Bradshaw's participation on the Board will provide a very useful avenue for development of our shared interests and concerns for greater normality of being in the human personality".

Responsibility

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"*Normalized*" children show a remarkable commitment to group order and harmony — an individual responsibility which freely cooperates with the collective needs and interests of all. As more "*normalized*" children emerge in the world, we can better recognize the outer form of harmony and balance between individual interests and those of the larger group. Likewise, these "*normalized*" children teach us how to accept our own responsibility for continuing skill development and "*inner preparation*" — to keep expanding our being with children according to the fundamental laws of life.

Fundamental Laws of Life

> *"One can find a reason for what happens basing oneself upon the laws of life ..."*
>
> **Dr. Maria Montessori**
> *from* **The Voice of Dr. Montessori**, *p. 137*

With discerning observation, we can ultimately find the reason for unnormalized behavior in children — following the fundamental laws of life to discover our various defective patterns of thought and action. We ultimately answer the question "*What is our responsibility?*" with children by our actions — whether we move closer to personally engage a disturbing scene of disorder or remain more detached and passive with a general scanning type of "*observation*" of the entire group. Since words such as "*observation*", "*individual liberty*", and "*preparation of the environment*" can only approximately guide our actions, we must constantly use all our faculties, intelligence, instincts and thoughtful analysis, to fulfill our ultimate responsibility for the emergence of the "*normalized*" child.

Positions & Placements

Executive Director For Montessori school and infant/toddler center. Teaching experience and background in administration preferred. Salary range, $24,000 - $30,000, depending on qualifications, plus benefits. Submit resume to: Search Committee, Happy Montessori School, 7360 Alexander St., Gilroy, CA 95020 .

Romalda Spalding

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from the Foundation president, **Warren J. North** stated that "On many occasions Mrs. Spalding mentioned her respect for Dr. Montessori. Mrs. Spalding believed she and Maria Montessori had much in common as far as teaching was concerned." Mr. North also indicated the honor that Mrs. Spalding felt for her participation on the Society's Advisory Board.

In remembering the special contribution of Mrs. Spalding to the Society over the years, Society executive director **Lee Havis** indicated that "Mrs. Spalding showed an intellectual interest and genuine support for the Society in many ways — encouraging our efforts with her considerable personal time and attention to our various programs and activities. I believe her good work will continue to inspire educators through her books and through the lives of the many persons she touched with her special dedication and interest in improving education and the process of learning of reading".

November, 1994

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Participants discuss practical aspects of applying Montessori principles with children during the proceedings of the Society's "Creating the New Education" conference
— Columbia, South Carolina (October 8-9, 1994)

Society Conference in Columbia, South Carolina

"Creating the New Education" — October 8-9, 1994

The Society held its latest Montessori conference in Columbia, South Carolina on October 8-9, 1994. As always, the conference offered a dynamic, interactive dialogue to experience the central reality of the "*normalized*" child. Led by **Lee Havis**, Society executive director, the conference was attended by Montessori school owners, teachers and parents from the states of South Carolina, Virginia, New Hampshire and Illinois.

The local *College of Early Learning* was instrumental in the initial planning and organization of this event — with staff member **Kathy Macedon** serving as its primary coordinator. For many years, the *College* has provided this type of close support and collaboration with the Society's work in the southeastern region of the United States.

At the October conference, discussion often returned to the fundamental distinction between the child and the environment. Havis stated that "unless this delicate distinction is clearly recognized, we cannot objectively analyze and implement the idea of '*control the environment, not the child*'. At the conference, we were able to discover some of our critical hidden '*inner errors*' with children — to learn how to observe and control our most destructive habits and patterns of detrimental being as '*personality*'."

Havis also indicated that "we must look past the superficial differences of *personality* between each other — to discover such common obstacles as '*negativity*' and '*abandonment*'. In this conference, we were able to discover some very useful ways to '*trigger*' a disruption to these detrimental patterns of behavior with children — to more consciously follow the path of collaboration with the laws of nature."

After the conference, Havis consulted and observed at the *College of Early Learning* — noting the considerable progress achieved at the school over the years. He stated his particular encouragement at the school's growing enrollment and reputation for educational excellence in the local community.

The *College of Early Learning* is now planning for its next conference in the region for Fall, 1995. All interested persons should contact the Society or the *College* directly to support this undertaking. Efforts for a "*Creating the New Education*" conference are also underway elsewhere — and all interested persons are encouraged to contact the Society directly to lend support and help in the necessary organization and coordination.

The Society taped portions of the South Carolina conference, and a tape is now being prepared for sale to the public. Scheduling of further Society conferences is based on sufficient interest from the local area. Contact the Society for information about the new conference tape — and to help schedule the next Society conference.

IMAC Approves Accreditation for IMS and Woodlands Training

On November 1, 1994, the IMAC Advisory Committee met in Silver Spring, Maryland, USA to approve for accreditation the Montessori teacher education programs of the Society and the *Woodlands Training Centre* (Sri Lanka). The Committee will meet again in 1995 and 1996 for further action based on self-studies and other review procedures that will be conducted at that time.

The Committee's recent favorable accreditation decisions were based on preliminary recommendations made by the IMAC Generic Review Committee and the Society's own Review Committee. These committees are now preparing guidelines and procedures for the further implementation of accreditation activities.

Lee Havis, IMAC chairman and member of the Generic Review Committee, particularly emphasized the importance of review of the *Woodlands Training*

Cont'd on Page 4, Col. 3

Clifford Thies, New Member of Advisory Board

In August, 1994, Clifford Thies, Ph.D. agreed to serve on the Society's Advisory Board — to help support the Society's accountability and successful operation of its various operations and activities. Dr. Thies presently occupies the Durell Chair of Money, Banking and Finance at the Shenandoah University in Winchester, Virginia. His special field of research interest includes how to change from a government-controlled economy to one of greater freedom for private enterprise.

Dr. Thies received his B.A. degree *cum laude* in Mathematics from St. John's University in New York (1073), and his Ph.D. in Economics from Boston College in Massachusetts (1982). Author of "*Macroeconomics for Managers*" (1992), Dr. Thies has served on the faculty of the

Cont'd on Page 4, Col. 2

Experience

by Lee Havis

> *"The field of child life and child education is one in which all have had expenence These expenences have had a long time to consolidate and to become universal "*
>
> **Dr. Maria Montessori**
> *from* **Formation of Man** *p 60-61*

Only with a most thoughtful self-examination and "*inner preparation*" can we come to fully experience the reality of the child's true "*normalized*" being, i e , self-disciplined, joyful in learning and in complete harmony with its entire environment Despite our best efforts and knowledge to "*control the environment, not the child*", early childhood experiences of negativity and abandonment tend to become fixed in our "*personality*" as patterns of reactive behavior — "*unknown errors*" that limit our capacity for effective Montessori teaching with children With our memory, we can uncover some of these formative experiences of the past — and learn to control our "*personality*" as it is reflected in the outward behavior patterns of children we supervise today

Memory

> *" In order to gain something useful from life, we must retain traces of experiences undergone, and here comes memory to our aid "*
>
> **Dr. Maria Montessori**
> *from* **To Ed. the Hum Potential** *p 19*

As we recall some of the most painful experiences of our early childhood, we can better see how our negative, dependent way of being became formed into our essential "*personality*" — how our natural sense of spontaneous, self-directed "*learning*" became distorted by the control and manipulation of various repressive environmental forces Such insightful memories can significantly help us control our reactive tendencies towards traditional "*teaching*" with children now We can also see how our "*personality*" is reflected by others within a state of credulity — dominated by the prevailing prejudices and unchallenged assumptions of traditional education in society

Credulity

> *"Credulity is indeed a charactenstic of immature minds which lack expenences and knowledge of realities "*
>
> **Dr. Maria Montessori**
> *from* **Spontaneous Act. in Ed** *, p 259*

With naive credulity, we ordinarily accept certain generalized assumptions about the child as weak, dependent and without inner guidance — fundamental ideas about human nature that have been established in society through a long history of traditional education Montessori teaching requires us to see the child instead as an "*unknown entity*" — to train our minds to experience what seems impossible from the ordinary perspective of reality Only with considerable imagination and faith in this "*unknown*" child can we begin to appreciate the value of its true personality emerging from the infinite and eternal laws of creation

Value of the Personality

> *" 'value of the personality' must have been nurtured by each individual through active efforts and positive expenence "*
>
> **Dr. Maria Montessori**
> *from* **From Child. to Adolescence**, *p 111*

However self-evident may be the value of the child's true being, its reality in the world as "*personality*" is fundamentally dependent on the positive attention and nurturing care it receives from others When adults judge, neglect, abandon and otherwise limit this inborn experience of being, the child's personality emerges as weak and dependent — a mirror image of the adult's own diminished self-concept in life In this way, the child's natural instincts for truth and love become distorted and defined by its first formative experiences of social relations with others

Social Relations

> *" It is difficult to make social relations real if one uses only the imagination practical expenence is necessary "*
>
> **Dr. Maria Montessori**
> *from* **From Child. to Adolescence** *, p 27*

Beyond physical comfort and nutrition, the infant must positively relate with others to achieve its full measure of normal growth and development Whether positive or negative, these first social relations become rigidly formed into our whole "*personality*" — defining our possibility to experience harmony with the surrounding environment Such harmony emerges more naturally through the young child's direct intelligent contact with physical objects — not through the traditional way of listening to words

Listening to Words

> *" education is not acquired by listening to words, but by virtue of expenences in which the child acts on his environment "*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p 8*

Even though a child of two is normally able to speak and listen, its most fundamental learning occurs primarily through direct sensorial contact with physical objects Listening to words for the young child can be very confusing because its inexperienced mind is not yet fully prepared to internalize such abstractions as the concept of time, differences between "*fantasy*" and "*reality*", and the various social conventions which separate "*words*" from their associated "*action*" The young child's "*absorbent mind*" is more suited instead to learning by self-directed experience with physical objects — spontaneous activity which Dr Montessori refers to as "*work*"

Work

> *" the child can only develop fully by means of expenence on his environment We call such expenence 'work' "*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind, p. 88**

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featuring

Power

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Moment of Peril

by Lee Havis

Negative Mind-Set

Confronted by the "*negative mind-set*" of four year old Molly, the teacher cannot see the value of her "*positive*" responsive efforts (**see Observer**, *September, 1994*). The child seems to persist even more with her destructive, dangerous "*acting out*" behavior — throwing objects and otherwise acting against the adult's directions and efforts for a peaceful resolution.

In this "*moment of peril*", the teacher's "*personality*" is somehow persisting as a detrimental influence — even though she believes herself entirely "*positive*" and supportive in all respects. Her "*unknown error*" is evident in the child's constant reaction to her words and actions. So, the teacher must listen more carefully to her words, to notice any tendency to psychologically "*disengage*" or "*abandon*" the child. Such "*abandonment*" is most often associated with some inner thought of impotence, futility or diminished sense of self-worth.

To work through this "*negative mind-set*", the teacher must continue to "*act*" with faith in the "*normalized*" child — to defy her sense of "*futility*" and maintain a positive communication with the child at all times. No matter how "*positive*" it may appear, ANY comment about the child's negative, destructive behavior is likely to touch off more hostile reaction. Therefore, in this situation, the best "*positive*" action is to distract the child's attention with some totally different idea or interest in the environment.

Even if the child is throwing an object, point out what a beautiful drawing some child has made, or ask a question about what the child likes to do, or how nicely the child is dressed. Eventually, this "*distracting*" show of affection will lead the child to some positive, constructive action in the environment — and the teacher will notice how the child's "*negative mind-set*" may suddenly disappear in the emergence of more "*normalized*" behavior.

Holding On

2½ year old Gary often takes out materials that are too difficult for him to handle responsibly, and they wind up on the floor as he moves on to other abusive fantasy engagement with materials. When the teacher intervenes to re-direct Gary to return the objects to the shelf, she

Cont'd on Page 4, Col 1

Experience

Cont'd from Page 2, Col 3

The child under six uses its unique "*absorbent mind*" to profoundly experience all aspects of the physical environment. Guided by a "*teacher within*", the young child follows its instinctive interests in the constant work of exploring and interacting with surrounding objects. Montessori teaching nurtures this normal "*work*" experience in children by not only offering a precise sequence of well-ordered materials, but also by giving the time and opportunity for long practice in their exploration and experimentation.

Long Practice

> *"Only exercise and experience can correct a disability, and it takes long practice to acquire the various kinds of skill that are needed."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p 245-46*

However clumsy and imperfect may be the child's first efforts to "*work*" with physical objects, a long period of thoughtful practice will gradually refine and enhance its movements towards a more self-disciplined, stable way of normal being. Montessori teaching provides a substantial time for this vital "*normalizing*" work to unfold in the child — by observing and encouraging various types of positive experiences with the environment. Following such principles as "*preparation of the environment*", the adult must offer many motives for concentrated, goal-directed activity.

Motives

> *"The environment must be rich in motives that lend interest to activity and invite the child to conduct his own experiences."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p 92*

Montessori teaching initially prepares the environment around each individual child by interrupting its various patterns of disorderly movement and fantasy. Such "*preparation*" requires the teacher at times to invite the disruptive child to notice what others are constructively doing, to watch some specific ordering activity with objects, or to otherwise positively interact in the environment. By repetition of this type of "*interruption*", Montessori teachers help the child to proceed on its way to more "*normalized*" experiences.

Repetition

> *"I know by experience that repetition is a natural way of learning."*
>
> **Dr. Maria Montessori**
> *from* **Voice***, *p 161*

The young child repeats various simple "*practical life*" exercises to intimately internalize certain basic forms of mental order — and to ultimately experience some profound moment of deep concentration. Once the adult's "*interruption*" has attracted the child's interest to some goal-directed activity, Montessori teaching must then follow the approach of "*non-intervention*" — to support and nurture the central "*normalization*" experience of profound concentration. Lacking our own "*normalizing*" experiences from childhood, we adults can only develop and refine these delicate and precise skills of "*interruption*" and "*non-intervention*" through a constant and thoughtful endeavor to uncover our most hidden "*unknown errors*" within.

Thoughtful Endeavor

> *"The origins of the educational system in use in the 'Children's Houses' spring from preceding pedagogical experiences with abnormal children and represents a long and thoughtful endeavor."*
>
> **Dr. Maria Montessori**
> *from* **Montessori Method**, *p 31*

Dr. Montessori's discovery of the "*normalized*" child in 1907 was only a single defining moment within a much more vast and far-reaching study of the human experience. Despite the thoughtful endeavor and devotion of so many diverse personalities and organizations to her work over the years, its reality as the "*normalized*" child remains a most mysterious individual process of "*inner preparation*" and self-discovery. Beyond even our most elevated understanding of "*Montessori*", we must each discover this profound reality for ourselves — following the gradual guidance of our own personal and practical experiences.

Gradual Guidance

> *"A program should only be drawn up gradually under the guidance of experience."*
>
> **Dr. Maria Montessori**
> *from* **From Child. to Adolescence**, *p 27*

Since understanding of "*Montessori*" comes only imperfectly through our limited knowledge and perceptions, we must constantly question and analyze our everyday experiences with children. In applying the idea of "*control the environment, not the child*", we must adjust our minds to experience the "*child*" as an "*unknown entity*" — rather than as its outer appearance of a physical body and superficial personality. Beyond the perceptions and judgment of "*normalized*" behavior that we can see, the child will ultimately reveal itself only through our being committed to vital fundamental laws of nature.

Cont'd on Page 4, Col 1

November, 1994
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Experience

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Moment of Peril

Cont'd from Page 3, Col. 1

finds herself "*holding on*" to objects in a power struggle with Gary. The teacher continues this effort to control the objects by "*holding on*" to them while speaking with firm authority about their proper use — but Gary continues to hold on and pull back with even greater force. The teacher feels no resolution from her efforts to "*control the environment, not the child*". *What to do?*

Answer in March, 1995, **Observer**

Experience

Cont'd from Page 3, Col. 3

Vital Laws

> "... *experiences are guided or led by deep sensibilities... they are ruled by vital laws.*"
>
> **Dr. Maria Montessori**
> *from* **Voice***, p. 174*

Since even our deepest sensibilities and instincts are subject to interpretations and expectations in our "*personality*", Montessori teaching must look to the guidance of vital laws of nature which are only approximated by such terms as (1) "*Observation*", (2) "*Individual Liberty*" and (3) "*Preparation of the Environment*". Guided by these three Montessori principles in thoughtful communication with others, we can nonetheless learn to correct many of our most deeply hidden "*unknown errors*" within — and alter our behavior in very positive ways with children. However, only well beyond all our words, concepts, feelings and understanding of "*Montessori*" will we ultimately experience the complete reality of the child's true "*normalized*" being.

* **Voice** refers to —
"The Voice of Maria Montessori"
(J. Hardinge, Publ.)

Dr. Clifford Thies, new Advisory Board member of Society

Clifford Thies

Cont'd from Page 1, Col. 3

University of Baltimore and other institutions of higher education since 1979. In 1992, he was Bradley Resident Scholar with the Heritage Foundation in Washington, DC. His community service include vice-chairman of the Republican Liberty Caucus and recent past member of the Libertarian National Committee.

Lee Havis, Society executive director, expressed his appreciation for the participation of Dr. Thies on the Advisory Board. He stated that "I first became acquainted with Dr. Thies when his wife was running for Governor of the State of Maryland — and later in our mutual involvement with support for educational freedom. His strong interest and involvement with financial matters and educational freedom will contribute significantly to the Society's work for the 'new education' — and our mutual concern for greater freedom of choice in the marketplace of ideas in the world."

IMAC Accreditation

Cont'd from Page 1, Col. 3

Centre. He stated that "although the Generic Review Committee Already has established its specific standards and criteria, we have yet to implement them in the full process of self-study and on-site evaluation. The way we apply our procedures and standards with the *Woodlands Training Centre* now will therefore establish likely precedents with far-reaching implications for all further reviews of 'non-affiliated' programs."

The IMAC Advisory Committee specifically indicated its desire for as much specific guidance to new "non-affiliated" programs as possible — to simplify the procedural aspects of compliance with IMAC standards. Havis indicated his intention to consult closely with the Committee on the design and operation of the various new procedures and forms.

The Advisory Committee was also informed of progress in the IMAC effort for its recognition with the US Department of Education — and continuing opposition to government recognition of non-inclusive accreditation in the field. Havis stated that he has already received many petitions against the recognition of MACTE. However, he also indicated the need to positively support the inclusive IMAC approach for Montessori accreditation.

For further information about IMAC accreditation and application procedures, contact: Lee Havis, IMAC chairman, 912 Thayer Ave., Silver Spring, MD 20910 USA.

March, 1995 Vol. XVI, No.1

The Montessori OBSERVER

Power

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Society Conferences now Available on Audio Tape

The Society now has available a special 90 minute tape of excepts from its "*Creating the New Education*" conferences held in Hammond, LA and Columbia, SC in 1994. Lee Havis, who led these two-day weekend events, indicated that the tape has distilled out some of the most valuable insights and broadly applicable observations — to help listeners gain a sense of how the conferences help in the essential "*inner preparation*" for Montessori teaching.

Havis stated that "I believe this tape will be very useful to convey some of the skills involved in Montessori teaching to "*control the environment, not the child*". I have added also a brief introduction on the tape to help clarify the Society's distinctive communication of being as a "*commitment to Montessori principles*".

Havis indicated that the tape should reinforce basic knowledge of experienced Montessori practitioners, and also provide a useful introduction for others. He stated that "our only prior conference recording was back in 1986 — and the audio quality was then rather poor. Now after 40

Cont'd. on Page 4, Col. 2

Conference Tape

Excerpts of
"Creating the New Education"
conferences held in Hammond, LA and
Columbia, SC, 1994

90 minute audio tape including introduction by **Lee Havis** describing the Society's communication of commitment to Montessori principles.

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Children working at the Montesson House of Children in the US Virgin Islands

IMAC Opposes MACTE "Recognition" Petition

In February, 1995, Lee Havis informed all IMAC members of the pending petition of the MACTE accrediting agency for recognition by the US Department of Education. He stated that "the MACTE petition is now scheduled to be heard by the Advisory Committee of the US Department of Education at their next meeting on May 24-26, 1995. Since written comments are due by March 27, 1995, I am urging all interested parties to respond promptly to this matter. While we are grateful that so many have expressed their opposition to the MACTE petition, IMAC and the Society will continue their efforts with written comments and oral testimony in due course."

Havis also noted that the IMAC generic review committee met recently to approve its formal "*self-study*" report format for applicable programs. In February, 1995, the *Woodlands Training Centre* (Sri Lanka) was sent a copy of this format with instructions to proceed with its "*self-study*" procedure — the first step in achieving its full IMAC accreditation status. The Woodlands program presently holds a provisional accreditation with IMAC which is set to expire in 1996. The Society's own review committee is also meeting to discuss similar procedures for teacher education conducted under their jurisdiction.

For further information about Montessori accreditation and government "*recognition*", contact the Society at 912 Thayer Ave., #207, Silver Spring, MD 20910. Tel. (301) 589-1127

Montessori House of Children in the Virgin Islands

In June, 1994, **Gerald and Dynese Abraham** purchased and remodeled the *Montessori House of Children* in Frederiksted, St. Croix, US Virginia Islands. It was then re-opened in September, 1994, and now enrolls 22 children aged 2-12.

Ms. Abraham states that the school's ultimate goal is to expand their enrollment to a full capacity of 60 children, and to enlarge their program with additional staff and a summer program. The school also plans to include Spanish language instruction.

The *House of Children* provides a full-day program which includes art, music and parent education. For further information, contact Dynese Abraham, Montessori House of Children, PO Box 805, Frederiksted, St. Croix, USVI 00841. Tel. (809) 772-1187

Power

by Lee Havis

> *"Faced with this vision of great power in the child we must observe that power minutely, and see in what way we can help it we must do something to create a practical science to use those powers which our intuition has lately come to recognize."*
>
> **Dr. Maria Montessori**
> *from* **Ed. for a New World**, *p 12*

When Dr. Montessori discovered the child's true nature in 1907, she also realized its great power to affect the whole fabric of human civilization. Around her central vision of a new *"normalized"* child, Dr. Montessori built up a new practical science to study the development and formation of the human personality. Montessori teaching today continues this *"new education"* in many diverse situations — to discover and free the child's great power of love and positive constructive energy in the world.

Child's Power

> *"... the child has a great power within himself, a power from which the adult humanity has to take a good deal in order to be able to understand itself."*
>
> **Dr. Maria Montessori**
> *from* **Voice***, *p 235*

From the moment of conception, the child begins to express itself in the environment — a powerful force of nature which gradually becomes evident in the person of a young child being in the environment. Applying the approach of *"control the environment, not the child"*, Montessori teachers support a *"normalization"* of the ordinary child — a transforming experience of deep concentration and goal-directed activity. This indirect *"normalizing"* support in the environment enables the child to unfold its own unique work of creation.

Work of Creation

> *"With his subconscious mind does the child achieve his wonderful work of creation, through a power of such marvelous sensitivity as resembles to some extent a photographic plate."*
>
> **Dr. Maria Montessori**
> *from* **Ed. for a New World**, *p 16*

During infancy and early childhood, nature guides the child to form itself in harmony with its own particular place, time and group. Without conscious effort, the young child follows this inner plan of creation to absorb and integrate within itself a great mass of precise, detailed knowledge about the surrounding physical and cultural reality. After six, this powerful *"absorbent mind"* is lost as the child acquires a life-long stability of being defined by its *"personality"*.

Absorbent Mind

> *"The powers of the absorbent mind are gradually dulled as the conscious mind becomes organized."*
>
> **Dr. Maria Montessori**
> *from* **Discovery of the Child**, *p 325*

Because of the special *"absorbent"* quality of the young child's mind, Montessori education emphasizes the formative period of early childhood. Since the older child can no longer *"absorb"* knowledge spontaneously as before, learning can then only be accomplished through conscious will and considerable mental effort. When we follow such fundamental principles as (1) *"Observation"*, (2) *"Individual Liberty"* and (3) *"Preparation of the Environment"*, we can begin to see the young child expressing its wonderful *"normalized"* powers with others.

Expressing Power

> *"The power of the child is so great that even when imprisoned as society does to him he still manages to use his power. Nevertheless, society by putting barriers does limit the expression of functioning of many of his great powers."*
>
> **Dr. Maria Montessori**
> *from* **Voice**, *p 252*

Even the most well-meaning adult can disturb the child's *"normal"* development by acting with impatience, negativity and abandonment. Montessori teaching therefore works to control these detrimental influences of the *"adult personality"* — by finding and correcting the hidden *"inner errors"* which are at cause in all scenes of *"misbehavior"*. By such an *"inner preparation"*, we are controlling our *"adult personality"* so that the child's own irresistible inner strength can fully emerge.

Irresistible Inner Strength

> *"The children would not obey the adult because they had a higher inner law which commanded them and therefore the adult was powerless in front of this irresistible inner strength."*
>
> **Dr. Maria Montessori**
> *from* **Voice**, *p 252*

The child's inherent inner strength of normal being is considerably opposed by such traditional education methods as adult-controlled curriculum, rules, rewards and punishments. Whatever short-term *"obedience"* and *"order"* may be gained from these efforts to control the child, the long-term negative results remain in the child's personality as a life-time of *"acting out"* such patterns as diminished self-image, impotence, submisiveness, timidity, rebellion, forgetting, etc. Dominated by the reality of our limited personality, the ordinary adult-child relationship tends to express a constant power struggle — a fundamental clash of wills that can erupt at times with considerable intensity and disturbing emotionality.

Power Struggle

> *"An adult, however high or low he may be, is always a powerful being in comparison with a child carried away by his dreams, a child begins to exploit him there comes at least a clash and violent struggle."*
>
> **Dr. Maria Montessori**
> *from* **Secret of Childhood**, *p 166*

When we experience failure in Montessori teaching, children seem to defy our most thoughtful and compassionate actions on their behalf. ... In such

Cont'd. on Page 3, Col. 2

Look for the

May, 1995 Observer

featuring

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Moment of Peril

by Lee Havis

~ Holding on ~

2½ year old Gary is definitely in a *"power struggle"* with the teacher over the control of some object (**see *Observer***, *November, 1994*). Although the teacher is obviously trying to *"control"* the *"physical objects"* in the environment, she finds herself *"holding on"* without achieving the desired result of more *"normalized"* behavior in the child.

Although the teacher must certainly control the *"physical objects"* when they are a detrimental influence, this *"control"* must not extend to the point where the *"child"* is being controlled as well — and this is what is happened here in this *"moment of peril"*. Once the teacher obtains the child's attention by *"controlling"* some object in a physical way, she must then let go. Her further efforts to control the environment must then be directed to her own *"personality"*.

The teacher's persistent *"holding on"* to the object communicates a basic distrust of the child's true nature, and is therefore inconsistent with viewing the child as an *"unknown entity"*. In such "power struggles", what appears as the "child" amounts to the externalized drama of one's own *"personality"*. The *"child"* then plays out the teacher's own frustrated self-expression, abandonment and lack of trust from her own long forgotten childhood.

Once the teacher has gained the child's eye contact and attention, she should let go of the object, and proceed with specific instructions about how to handle the object, or, to simply direct attention to some other aspect of interest in the environment. As the *"power struggle"* with objects is defused, the child will then return to a more calm and orderly being in the environment.

The Other Child

It seems that five year old Martha can go nowhere or do nothing without the constant negative interference of three year old Patsy. Martha therefore insists that the teacher accompany her to the bathroom and for other activities — to keep Patsy from interrupting. The teacher wants to control the *"other child"*, but she cannot decide which is the *"hub"* child — and meanwhile Martha seems to express a very rational argument and need for help. *What to do?*

Answer in ***Observer****, May, 1995*

Power

Cont'd from Page 2, Col. 3

"moments of peril", we may feel quite alone and confused in our efforts to *"control the environment, not the child"* — struggling against unknown inner forces of negativity and abandonment. We must then exercise such means as the power of silence to separate our *"being"* from *"personality"*.

Power of Silence

> *"... a new type of teacher has been evolved, instead of facility in speech, she has to acquire the power of silence."*
>
> **Dr. Maria Montessori**
>
> *from* **Spontaneous Act. in Ed**., *p 128*

Committed to the principle of *"observation"*, Montessori teachers must carefully listen and learn from their being with children. With an alert silence, we may detect some hidden pattern of reactive words and actions with children — detrimental tendencies which we must then work to control. By such *"observation"*, we are exercising our own our power to create a *"normalizing"* environment for children.

Power to Create

> *"... thought begins to construct works by means of which the external world becomes transformed, almost as if the thought of man had assumed a marvelous power the power to create."*
>
> **Dr. Maria Montessori**
>
> *from* **Spontaneous Act. in Ed**., *p 241*

Thinking about *"Observation"*, *"Individual Liberty"* and *"Preparation of the Environment"* can help us approach the child as an *"unknown entity"* — to allow us to truly discover the child. At such times, we separate our being as *"commitment to Montessori principles"* from *"personality"* — to objectively view the external drama in others as a reflection of our own inner drama of self-expression from childhood. As we then act to *"control the environment, not the child"*, we will gradually overcome our ordinary sense of impotence in the face of overwhelming impossibility.

Impotence

> *"The real enemy is man's impotence against his own products. To vanquish this enemy, man has only to react and behave in a different manner towards the environment."*
>
> **Dr. Maria Montessori**
>
> *from* **Formation of Man**, *p 18*

In the presence of the unknown, we may feel quite *"impotent"* as we seek out some uncertain solution with children. Alone and desperate for an immediate answer, we usually wish only to avoid the discomfort of the present moment. We must then renounce our conventional understanding and knowledge of the child — to consider different perceptions and possibilities for being.

Renunciation

> *"The teacher then makes his great renunciation of power and authority, to find himself immensely the gainer by the loss."*
>
> **Dr. Maria Montessori**
>
> *from* **To Ed. the Hum. Pot**., *p 123*

Montessori teachers give up the traditional role of power and authority over children — to assert instead an indirect role of supportive being in the child's environment. With our attention directed to *"preparation of the environment"*, we must see any misbehavior as a call to notice and analyze the three elements around the child, i.e. *"physical objects"*, *"other children"* and the *"adult personality"*. As we seek out and control the detrimental influences in these elements, we can begin to experience the power of being in harmony with infinite laws of nature — to adapt ourselves to the reality of the *"normalized"* child.

Cont'd on Page 4, Col. 1

~ ~ ~

Trust Tutoring Test for Evaluation of Basic Skills

Lee Havis, director of *International Montessori Trust*, recently announced his development of a new test to evaluate basic skills in children aged 3-18. Havis indicated the test would serve to initially evaluate students in *Trust Tutoring* — the in-home instructional program organized by Havis in 1992.

Havis emphasized how simple and easy the test is to administer — providing useful diagnostic information and approximate age-level comparisons in about ½ hour. He stated that "The subjects of reading, writing and math are covered in a series of carefully sequenced questions and problems. Our focus is concept understanding, so the reading and writing parts are based on phonetic rules and frequency of English speech sounds. For math, the test proceeds from the most basic concepts of counting all the way to beginning calculus."

Positions & Placements

Teacher/Intern: needed for Montessori teaching in age group 3-6. Some experience required. Call or write: Donna Fronte, Vicarage School of Montessori, 48 London Dr., Hamden, CT 86517, Tel (203) 288-2116

Power

Vol. XVI, No. 1
March, 1995

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Discussion during ACE coalition meeting in Washington, DC, January 31, 1995
(left to right) Curran Tiffany (Nat'l. Assoc. of Evangelicals), William Tobin (Child Care America) and Sr. Renee Oliver (Citizens for Educational Freedom)

Power

Cont'd. from Page 3, Col. 3

Adaptation

> *"The great power of man is that he adapts to every part of the environment and that he modifies it, while developing himself he unconsciously develops his own adaptation to his environment."*
>
> **Dr. Maria Montessori**
> *from* **Meaning of Adaptation**, *p. 5*

Through trial and error, Montessori teachers adapt their being with children by constant reference to fundamental laws of nature. Over time, we can begin to see how adjusting our own inner thoughts in this way has a most striking, positive impact on our external circumstances. While this Montessori teaching with individual children may enrich and reward us in many ways, our real power in being committed to Montessori principles lies well beyond our personal relations and circumstances —ultimately expressing itself in the great work of creating Dr. Montessori's *"new education"* in the world.

***Voice** refers to *"The Voice of Maria Montessori* (J. Hardinge, Publ.)

Conference Tape

Cont'd. from Page 1, Col. 1

conferences, we have considerably refined our communication and the audio quality is much improved. I think the tapes would be ideal for distribution to parents and staff of schools — to later allow for a most stimulating and worthwhile group discussion on Montessori teaching."

Havis expressed his hope that the tape would encourage more interest in further conferences. He stated that "we have various persons coordinating local efforts for these conferences in the United States in such areas as Virginia, South Carolina, Oregon and Texas and in Sri Lanka. Interested persons should respond to the letters being sent out by these local coordinators — or contact the Society directly for more information."

Conference tapes are $14.95 ea. (plus $1.50 for shipping and handling), more than five tapes, no postage/handling in U.S.; 10+ tapes, price is $12.95 (no postage in U.S.). To order, send payment to IMS, 912 Thayer Ave., #207, Silver Spring, MD 20910.

ACE Coalition Intensifies Action for Educational Choice

On Jan. 31, 1995, Lee Havis convened a meeting of *"Americans for Choice in Education"* (ACE) to discuss election of officers, new organizational structure and various proposals to move forward implementation of *"educational choice"* in the United States. The meeting was called to support the new, more favorable direction of the US congress since the November, 1994 elections. New elected officers will serve as an ACE *"executive committee"* to coordinate and direct consensus decision-making of the 29 member organizations on a broad range of proposals for *"choice"* throughout the United States.

Havis specifically proposed that the ACE coalition begin with *"choice"* legislation at the national level — to create a fair *"funding"* formula for distribution of social welfare spending and to *"voucherize"* this spending so that individual recipients would bear more responsibility and *"choice"* for use such as with non-government educational programs. In February, Havis also attended a special meeting to discuss how to bring greater *"choice"* into the operation of the public school system of the District of Columbia.

The ACE coalition also continues its commitment to repeal the *"recognition"* regulations of the federal government over private accrediting agencies. Havis stated that "repeal of these unnecessary and burdensome regulations would help stimulate greater diversity and choice in the free market of higher education. The current regulations threaten *"recognition"* of an exclusionary Montessori accrediting agency which seeks to stifle competition in the field from among the most independent, creative forms of Montessori teacher education."

May, 1995

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The Montessori OBSERVER Adaptation

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Children working at the Baran "Infant/Preschool Program" in Beaverton, Oregon

IMAC Testifies for Inclusive Montessori Accreditation

On May 24, 1995, IMAC will present testimony before the *National Advisory Committee* of the US Department of Education — in opposition to the recognition of the exclusionary MACTE agency in the field of Montessori teacher education. **Lee Havis**, IMAC Board chairman and **Dr. Jerry Duvall**, member IMAC Advisory Committee are scheduled to testify for the IMAC position of inclusive Montessori accreditation. Havis will particularly emphasize his concern for the detrimental influence that such government recognition of exclusionary accreditation could have on the continuing growth and development of Montessori education in the United States and elsewhere.

Havis will also underline the broad, inclusive approach to Montessori accreditation afforded by the *International Montessori Accreditation Council* (IMAC). Havis stated that IMAC testimony will raise the following key points which have already been submitted in detailed written commentary before to the US Department of Education:

1. MACTE lacks substantial purpose for recognition since other recognized agencies already exist to serve the indicated need;
2. MACTE is not a reliable authority for quality in the field because it unfairly excludes certain categories of effective teacher education;
3. MACTE lacks proper protection against conflict of interest;
4. MACTE lacks clear standards to determine quality;
5. MACTE recognition would unfairly prejudice IMAC accreditation;

Cont'd. on Page 3, Col. 3

Montessori in Beaverton, Oregon

In August, 1993, **Patricia Baran** established the *"infant/preschool care"* program in her split-level home in Beaverton, Oregon. She indicates that the lower level of the house has been converted into an ideal *"prepared"* environment, with climbing equipment and organized materials on low shelves that are particularly suitable for the very young children she serves.

Since June, 1993, Ms. Baran has been enrolled in the Society's teacher education course through correspondence — and this support has helped her to incorporate Montessori principles into the operation of her program which is now recognized by the Society as a Montessori school.

As facilitator for her local branch of a state-wide group known as the *"Provider Resource Organization"*, she has been helping local family day care providers to take on a more professional, educational

Cont'd. on Page 4, Col. 3

Reform of Public Education in District of Columbia

Since February, 1995, Lee Havis, Society executive director and others have been active in the Washington, DC area to develop a program to reform and restructure the operation of public education in the District of Columbia. The newly elected US congress has taken a particular interest in this matter in view of its special relationship and responsibility for the governance of this jurisdiction of the nation's capital.

As a member of the DC *"Education First"* coalition, Havis has been meeting with others to discuss how greater parental choice and individual responsibility might be incorporated into public education — to improve its overall quality and performance. Since congress has now

Cont'd. on Page 3, Col. 3

Montessori Conference

Creating the New Education

Columbia, South Carolina
October 14-15, 1994

The Society's two-day weekend conference, *"Creating the New Education"* provides a psychological "inner preparation" to enhance and improve Montessori teaching skills to *"control the environment, not the child"*. The discussion format allows for in-depth examination of the most fundamental aspects of "being" — to discover and resolve *"unknown errors"* with children. Centered on the reality of the *"normalized"* child, the conference will be led by **Lee Havis** — according to a structure and format that has been successfully employed in over forty similar conferences since its first introduction in 1986.

Registration: $200 per person ($160, member rate) by September 14, 1994. A $50 late fee applies to registrations after deadline. By August 14, 1995, a $30 per person discount applies. Send registration fee to:

International Montessori Society
912 Thayer Ave.
Silver Spring, Maryland
Tel. (301) 589-1127

Adaptation

by Lee Havis

> *"The great power of man is that he adapts to every part of the environment and that he modifies it...while developing himself he unconsciously develops his own adaptation to his environment."*
>
> **Dr. Maria Montessori**
> *from* **Meaning of Adaptation**, *p 5*

Montessori teaching aims to create a special adaptation to the child's true nature — to free the *"normalized"* child to express its spontaneous self-discipline, love of order and profound interest in goal-directed intelligent activity. However ill-suited such a vision of perfection may seem to our present-day culture, true Montessori teaching is a calling to follow this apparently impossible mission. Since heredity endows no one at birth with the necessary skills for this approach to the child, we must each adapt ourselves to this vital work through practice and experience.

Heredity

> *"Man is capable of anything. Each man must prepare for himself an adaptation which is not given by heredity. He must prepare his own adaptation. This is the great difference between man and animal."*
>
> **Dr. Maria Montessori**
> *from* **Meaning of Adaptation**, *p 3*

Heredity and personality cannot entirely predict or determine the course of our preparation for Montessori teaching — so we must create a new way of being committed to such fundamental principles as (1) *"Observation"*, (2) *"Individual Liberty"* and (3) *"Preparation of the Environment"*. This *"commitment to Montessori principles"* charts out an approach to the child as an *"unknown entity"* which at first seems impossible to our adult way of thinking. However, mankind does adapt to discovery of the *"unknown"* — an aspect our fundamental instinct to explore which is our common destiny throughout the history of civilization.

History of Civilization

> *"Man has to adapt himself to all kinds of conditions in the environment and never fixes himself in his habits because he evolves continuously along the course of history of civilization."*
>
> **Dr. Maria Montessori**
> *from* **Formation of Man**, *p 89*

While we must certainly all adapt to our surrounding culture, we must also adapt to our fundamental needs to explore the environment and express our being. Whether realized or not, Montessori teachers of young children serve these inborn instincts of the human spirit — by acting on and influencing human life during its most sensitive developmental period. Before the age of about six, the child must adapt to many forms of external adult influence — creating within itself a *"personality"* which accurately reflects the reality of its present time, place and group.

Personality

> *"By absorbing what he finds about him, he forms his own personality."*
>
> **Dr. Maria Montessori**
> *from* **Absorbent Mind**, *p 84*

During early childhood, the young child *"absorbs"* the environment with an amazing precision and exactness — constructing its unique *"personality"* as an intimate adaptation to all its surrounding environment. By about the age of six, the formed *"personality"* finally emerges with considerable stability — to identify the child's distinctive way of being for life. Such a remarkable integration of personality occurs spontaneously in the young child's mind through its everyday efforts and experiences for normal self-expression in the environment.

Integration of Personality

> *"A child is forced to come to terms with his surroundings and the efforts entailed lead to an integration of his personality."*
>
> **Dr. Maria Montessori**
> *from* **Secret of Childhood**, *p 35*

Since the young child can only integrate its personality from what is available in the environment, Montessori teaching must assure that a positive, nurturing opportunity for normal self-development is provided in all respects. When adults thoughtlessly neglect or negativity interfere with the child's spontaneous interests for self-directed learning, the child must adapt itself to conform to this warped and defective condition. Within such detrimental circumstances, substantial limits are placed on the child's potential for full *"normalized"* expression.

Limits

> *"A child enclosed within limits however vast remains incapable of realizing his full value and will not succeed in adapting himself to the outer world."*
>
> **Dr. Maria Montessori**
> *from* **From Child. to Adol.** *p 26*

Adult *"personality"* impositions arise in many forms of negative criticism, rewards and punishments — the ordinary pattern of traditional education. This type of adult-centered teaching tends to limit and weaken the child's ability to think and act for itself — creating a very dependent type of personality. Since we all have our own unknown flaws and *"inner errors"*, we must constantly examine ourselves to correct and control these errors which can so seriously disturb the child's true normal development.

Normal

> *"Only those who are adapted to their environment can be said to be really normal. Adaptation is the staring point, the ground we stand on."*
>
> **Dr. Maria Montessori**
> *from* **Meaning of Adaptation**, *p 1*

Montessori teachers create a *"normalizing"* environment for children by carefully removing the various detrimental influences found around a single *"hub"* child in question. Within such a *"normalizing"* condition, the child is then free to return to its state of normal being in complete harmony with others. This Montessori approach to *"control the environment, not the child"* creates a cosmic unity to fundamentally adapt to the reality of the *"normalized"* child.

Cont'd on Page 3, Col. 2

Look for the
May, 1995 Observer
featuring
Imitation

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Moment of Peril

by Lee Havis

The Other Child

One child can become a serious obstacle in the environment of another, when that *"other child"* seeks to constantly disrupt, disturb and interfere with the *"hub"* child's self-directed, independent activity (**see Observer**, *March, 1995*). Since five year old Martha appears to be the *"hub"* child in this scenario, Patsy would seem to be the *"other child"* to be controlled by the adult's Montessori teaching to *"control the environment, not the child"*.

The teacher here cannot decide which is the *"hub"* child and which is *the "other child"* since both children seem to adversely affect each other. Since all dependency and detrimental attachment in a relationship is always somewhat *"mutual"*, the *"hub"* child in these situations may really fluctuate between one or the other. The teacher's lack of adjustment to this changing perspective of being in this moment of peril is creating a confusion that interferes with her ability to properly *"control the environment, not the child"*.

To discern the *"other child"* to properly control in any given *"moment of peril"*, the rule of thumb is to designate this as the one most easily drawn away from the scene of misbehavior. If Patsy's attachment towards Martha is primarily a matter of boredom or lack of stimulation elsewhere in the environment, then the teacher may quite readily approach Patsy to *"distract"* her attention away from Martha towards some positive activity elsewhere in the environment — perhaps to simply talk about other things in the environment that are more suitable to her level of interest and development. If Patsy is drawn away successfully, than we can see that she was indeed the *"other child"*, and the matter is resolved for Martha to continue uninterrupted in her own separate activity.

However, if the teacher's efforts to attract Patsy elsewhere in the environment are frustrated by Martha's continual argument, complaining and other negative attention in the situation, the teacher may well view Patsy as the *"hub"* child, and seek to control Martha as the *"other child"*. In this case, the teacher would proceed as before to positively interact with Martha to direct her attention more deeply into her present-moment activity or otherwise direct her towards some positive interest

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Adaptation

Cont'd. from Page 2, Col. 3

Cosmic Unity

> *"...functions are also tied up with one another and complete this design in one big cosmic unity which makes the work of each species necessary for the upkeep of the world."*
>
> **Dr. Maria Montessori**
> *from* **Voice"**, *p.238*

Beyond our immediate awareness of interests and needs in life, we all serve the entire cosmic unity of all. While we may consciously struggle only to achieve our various short-term goals to avoid pain and create pleasure, we are nonetheless playing out a far greater role in service to the vast evolving cosmos. Even in circumstances of great personal depression, doubt, confusion and fear, we can still consciously act in small ways to serve this greater cosmic purpose — to adapt the environment in some positive, effective manner for the emergence of the *"normalized"* child.

Environment

> *"The environment itself ...is in reality an active and vital response to the new patterns manifested in the life of a growing child."*
>
> **Dr. Maria Montessori**
> *from* **Secret of Childhood**, *p.140*

While the young child is adapting itself to the environment, the child's environment is likewise adapting to the child. Montessori teachers have the special function to assure that this adaptation is consistent with the child's true normal development. No such adaptation is ever just a one-sided process, but rather a give-and-take interaction of all — a correlation of each one's actions with those of others.

Correlation

> *"...while developing himself he unconsciously develops his own adaptation to his environment. To understand the child's tendencies...we must see man in correlation with his environment and how his adaptation is to be created."*
>
> **Dr. Maria Montessori**
> *from* **Meaning of Adaptation**, *p.5*

Montessori teachers must correlate their lesson presentations with children to find some object of interest for each individual child. This correlation of objects with the young child leads to its eventual moment of *"normalization"* — an event in time which is accompanied with profound concentration on some object of interest. Despite the considerable limitations of our *"personality"*, we can still create a separate being committed to Montessori principles — acting with a habit and work which is constantly centered on the reality of the *"normalized"* child.

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Reform Public Education

Cont'd. from Page 1, Col. 3

established a special *"Financial Control Board"* to assume greater accountability over the local DC government, the need to control excessive government spending in public education is also a vital aspect of its oversight responsibility.

On May 12, 1995, a congressional panel heard testimony about the DC public schools from several local government officials and parents. The testifying parents generally agreed that strong measures were needed to create a substantial reform of the current system.

Havis has prepared a proposal entitled *"Reform of DC Public Schools"* — a detailed, specific plan of action to encourage competition and parental choice in the operation of DC public education. Specific documents are included to implement a *"voucher"* for government funding of parental choice. In addition, the Havis proposal would de-centralize the current public school system by allowing each ward to establish its own *"education committee"* to plan out its own operation of public education in their particular area of the city. Havis emphasized especially the benefit and value of decision-making from the most local residents — to assure the deep structural changes that are necessary to create real choice and competition.

Havis stated that each education committee would submit their funding and budget plans for public education to the DC Board of Education for its review and approval. The *Financial Control Board* would serve as the final decision-making body for appeals and oversight. The *Financial Control Board* would serve as the *"state education agency"* for DC to control and approve all federal compensatory education funding. The *Board* would appoint an *"education executive"* to direct and implement its various educational

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IMAC Testifies

Cont'd. from Page 1, Col. 2

6. The IMAC agency represents a more reliable authority of quality in the field.

In May, 1995, IMAC submitted its own petition for recognition as an accrediting agency by the US Department of Education. Havis stated that "we believe that if any Montessori accrediting agency is to be recognized by the US government, the IMAC structure, format and inclusive nature are much more certain to provide a reliable authority of quality in Montessori teacher education."

Adaptation

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Moment of Peril

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elsewhere. Then, Patsy can become a supportive observer, and perhaps eventually become Martha's friendly companion to work with and develop greater interest with the object at hand.

If the teacher will follow the general rule of thumb to identify the *"other child"* as the one least committed to the misbehavior activity, her actions can then be properly directed to remove the detrimental influence of this *"other child"*. In this way, the teacher is helping both children to return to their normal state of being in harmony with the environment.

Group Disorder

In her efforts to allow *"individual liberty"* for the children in her classroom, the teacher realizes some mistake in view of the considerable group disorder that seems to arise. When she frees them to interact individually with the materials, the children seem to evolve into many forms of negative behavior, disrespect of materials, and a general condition of disorder in the group. Her individual efforts to *"control the environment, not the child"* seem inadequate as the group disorder becomes even more dominant and destructive among the children.

What to do?

Answer in **Observer**, *September, 1995*

1994 Conferences on Audio Tape

$16.45 each (members, $14.95)

90 minutes of highlights of the Society's conferences in Hammond, Louisiana and Columbia, South Carolina.

Send payment to IMS

Reform of Public Education

Cont'd. from Page 3, Col. 3

decisions and policies. A federal program "voucher" would be given directly to each individual recipient of the services to spend for services which may be purchased from a variety of local government or non-government resources. Each recipient would be able to choose those services that best meet their particular remedial needs, with oversight provided by the Financial Control Board.

Havis indicated that the new approach of parental choice in public education requires a new definition of the word *"public"* to include non-government schooling which serves the general public in a non-discriminatory manner. "I believe that this new definition will encourage a more positive thinking about parental choice and personal responsibility that is necessary for the broad acceptance of this approach in society. Of course, competition not government censorship and control is the best means to assure real quality and excellence in education — and the 'voucher' concept will help develop the free marketplace which is so vitally necessary for this step forward in the field."

Havis is also conducting research and study on how parent-choice vouchers may be implemented in other jurisdictions in the United States. He noted that "if we are successful in creating a new efficient structure for parental choice for DC public education, this might certainly become the established model for application on a wide scale throughout the entire United States."

For more information, to receive a copy of the Havis proposal for *"Reform of DC Public Schools"*, submit your request in writing to the Society.

Montessori in Oregon

Cont'd. from Page 1, Col. 2

approach to their in-home work with young children. She indicates that her group meets once a month to encourage the exchange of views and information on the care and education of young children.

In 1994, Ms. Baran sent out a letter to schools and individuals on the west coast of the United States announcing her goal of hosting a Society *"Creating the New Education"* conference in the Portland, Oregon area. To help make her goal a reality or for more information, contact: PatriciaM. Baran, 11355 SW Cardinal Terr., Beaverton, OR 97008. Tel. (503) 643-5323.

Adaptation

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Habit and Work

> *"Man... has an almost unlimited power of adaptation as regards... his capacity to assume innumerable forms of habit and work."*
>
> **Dr. Maria Montessori**
> *from* **Formation of Man**, *p.75*

Through the habit and work of constant *"inner preparation"*, Montessori teachers must constantly renew and reinforce their vision and focus on the *"normalized"* child. This *"inner preparation"* is vital to correct those unknown inner errors which result in so many thoughtless detrimental expressions of our own *"personality"*, e.g., negative speech, impatient actions and neglectful inattention. As we practice this more positive, detached way of being committed to Montessori principles with children, our actions will gradually reflect our true adaptation to the emergence of the *"normalized"* child in the world.

*****Voice** refers to *"The Voice of Maria Montessori"* (J. Hardinge, Publ.)

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IMS

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Montessori Family Child Care in Rosemount, Minnesota

Julie Poser established her *Cuddly Kidz Family Child Care* business in 1990. Recognized by the Society as a Montessori school in 1995. Her program is also accredited through the *National Association for Family Child Care.*

Since 1993, Ms. Poser has been the Public Relations Coordinator for the local Dakota County Family Child Care association — a group that works to improve cooperation and quality in the area programs that serve children in the provider's home. She states that "I felt it was important for me to become involved in letting other Family Child Care Providers know about the education that is available

Cont'd. on Page 4, Col. 3

Montessori Conference

Creating the New Education

Columbia, South Carolina
October 14-15, 1995

The Society's two-day weekend conference, *"Creating the New Education"* provides a dynamic group discussion to discover and resolve *"unknown errors"* with children. The discussion will help adults control their *"personality"* with children — to implement the approach of *"control the environment, not the child"*. The group discussion is led by **Lee Havis** — and will offer a deep psychological "inner preparation" for more effective Montessori teaching with children.

Location: Holiday Inn (Airport) in Columbia, SC. Contact hotel for sleeping room: (803) 794-9440.

Registration: $200 per person ($160, member rate) by September 14, 1995. A $50 late fee applies to registrations after deadline. Send registration fee to:

International Montessori Society
912 Thayer Ave.
Silver Spring, Maryland
Tel. (301) 589-1127

Children engaged in practical life work at Cuddly Kidz Montessori in Rosemount, Minnesota.

U.S. Secretary of Education Rejects IMAC Plea to Withhold Recognition of Exclusionary Accreditation

> *"...the force of cohesion among adults is something that needs to be directed by an attachment to ideals;...something higher than a mere organizing mechanism."*
>
> **Dr. Maria Montessori**
> *from* ***Absorbent Mind****, p.238*

On July 20, 1995, U.S. Secretary of Education, **Richard Riley** formally rejected the plea of IMAC *("International Montessori Accreditation Council")* to withhold his recognition of a non-inclusive accrediting agency (*"MACTE"*) in the field of Montessori teacher education. This decision formally endorsed the recommendation made by the Secretary's *"National Advisory Committee"* which met to hear testimony on the matter at its meeting of May 24, 1995.

Lee Havis, IMAC chairperson and **Dr. Jerry Duvall**, member of IMAC accrediting advisory committee presented testimony against the other agency recognition — because of its lack of proper Montessori standards, non-inclusive, discriminatory nature and potential harm to minority and innovative programs in the field of Montessori education. The May meeting focused on such issues as the agency's exclusion of certain *"correspondence"* programs because of distinctions over the number of *"residential"* classroom hours required.

Havis particularly emphasized the need for inclusive standards built on consensus throughout the entire Montessori community — standards based on the true ideals of Dr. Montessori as incorporated in her published writings. He stated that the other agency appears as a mere organizing mechanism since it lacks any clear definition of Montessori teaching and is unified only by such superficial criteria as the number of *"residential"* hours of classroom instruction. Havis noted specifically that "Montessori is...a way of being. It is not 200 hours of residential training...if there is going to be an accreditation process, there has to be a uniformity and bonding of the essential core of what is Montessori."

Dr. Duvall spoke for the vital need for *"inclusivity"* in Montessori accreditation. He stated "...if diversity and quality are linked, then it is probably not good public policy to exclude options which are currently available in serving students in a Montessori environment quite well."

Despite a broad and substantial support for the IMAC position for inclusive accreditation by many within the Montessori community, the Secretary nonetheless rejected the IMAC plea and issued the other agency its recognition for a two year term. However, a number of significant limitations were placed on this recognition. The Secretary stated that by the end of the initial two-year recognition period, there must be at least one freestanding Montessori education institution accredited by the agency that participates in a federal funding program that designates that agency as the accreditor it will use. He stated specifically that "an educational institution does not qualify as an eligible institution of

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Imitation

by Lee Havis

> *"No one can concentrate through imitation. Imitation in fact binds us to the external world."*
>
> **Dr. Maria Montessori**
> *from* ***Discovery of Child****, p.96*

Dr. Montessori observed that imitation in children tends to reflect a restricted personality development — a lingering attachment to the state of dependence so evident in the newborn infant. She noticed particularly that profound concentration provides the young child with a freedom from such infantile dependency — to achieve a full state of independent *"normalized"* being in harmony with the environment. Montessori teaching aims to provide this special *"normalizing"* opportunity for children — the conditions of life which enable even the most distracted, inattentive and undisciplined children to eventually free themselves from their attachment to imitation and dependence on others.

Conditions of Life

> *"...faults can be made to disappear without the need of preaching, punishment or even setting a good example by the adult. Neither threats nor promises are needed, but conditions of life."*
>
> **Dr. Maria Montessori**
> *from* ***Education for a New World****, p.78*

The *"normalizing"* conditions of Montessori education are based on the teacher's committed action to follow such fundamental natural laws as (1) *"Observation"*; (2) *"Individual Liberty"*; and (3) *"Preparation of the Environment.* These three Montessori principles direct us to *"control the environment, not the child"* — to free the child to follow its own inner plan of creation. By contrast, traditional teaching, with its view of the child as essentially a receptive being, employs imitation in a manner that restricts and limits the child's normal growth and development.

Receptive Being

> *"The commonest prejudice in ordinary education is that everything can be accomplished....by holding oneself up as a model to be imitated. The child is usually considered a receptive being instead of as an active being."*
>
> **Dr. Maria Montessori**
> *from* ***Absorbent Mind,*** *p.254*

Ordinary group instruction and predetermined lesson plans set up the teacher as the object to imitate — the central authority figure to prescribe the curriculum and measure success by such means as grades and tests. Here the child is expected only to receive information from the adult teacher — with very little interest or attention given to the child's own potential for self-directed learning. Traditional teaching therefore works against the fundamental purpose of real education to perfect humanity.

Perfect Humanity

> *"We wanted a perfect humanity. We thought that humanity had to be become perfect by imitating us; but we were imperfect, so there is a hopeless impasse."*
>
> **Dr. Maria Montessori**
> *from* ***Education for a New World****, p.56*

No child can perfect itself by imitating others. Since even the most *"perfect"* adult teachers have their various flaws and defects, imitation only results in the projection and imposition of these defects on the child. Since all learning is ultimately from within oneself according to our own personal interests and internal activities, the traditional teacher cannot induce this learning by forcing comparisons with the example of the strong.

Example of the Strong

> *"...a deficient child...becomes more and more discouraged as the zealous teacher scolds and punishes him for his weakness and points out the radiant example of the strong."*
>
> **Dr. Maria Montessori**
> *from* ***Spontaneous Act. In Ed.****, p.317*

Since the child can *"normalize"* only through its own concentrated work, distracting comparisons with the good behavior of others can be quite frustrating and discouraging to the weak and deficient. As always, *"normalization"* comes from the child's own free choice activity — not by any direct teaching or imitation of the behavior of others. In the ordinary group, imitation usually only expresses the most foolish act of others.

The Foolish Act

> *"The foolish act is multiplied in the group...In a crowd, the spirit of imitation spreads and enhances individual defects."*
>
> **Dr. Maria Montessori**
> *from* ***Absorbent Mind****, p.267*

Children ordinarily imitate others to escape from the personal responsibility of choosing their own actions. Montessori teaching challenges this *"unnormalized"* dependency on others by offering many opportunities for real work in the environment. At such times, the adult must practice a very active type of *"observation"* — to expand awareness of the total situation well beyond such simplistic formulas as *"stand and watch"*.

Observation

> *"...observation...has a purpose. Its object is to find out what are the laws of life."*
>
> **Dr. Maria Montessori**
> *from* ***Absorbent Mind****, p.13*

Since we each have our own unique way of doing things, *"observation"* cannot merely imitate the superficial behavior of others. Any good *"rules of thumb"* we may adopt to improve our *"observation"* with children are invariably limited by the need for their interpretation and implementation in actual practice. To really *"observe"* a child is to inquire into the most hidden mysteries of *"man the unknown"*.

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Moment of Peril

by Lee Havis

Group Disorder

Children together in a group can readily imitate each other's negative and destructive behavior (**See *Observer***, *May, 1995*). As individuals, the children may be quite reception to the teacher's direction and focus to reality. But, the *"group"* seems to present a perplexing problem for the teacher to *"control the environment, not the child"*. In the present scenario, the teacher has essentially *"abandoned"* the children under the guise of *"individual liberty"*.

Since the children in this disorderly group situation are unprepared for real freedom, the teacher's *"personality"* must provide an active and persistent contact with reality — drawing attention in a positive way towards real opportunity to work and cooperate in harmony with each other.

The teacher here should interrupt the disruptive behavior in any friendly way — pointing out anything of possible interest to any receptive single child. When that child responds with interest, the *"group disorder"* will begin to dissipate its negative energy.

If the *"group disorder"* is particularly pervasive and established, it is best to gather the children to some alternative group activity — perhaps sitting down in a circle to show some particular object or exercise relating to *"practical life"*.

In conducting such a focused *"collective lesson"*, the teacher must practice a very *"positive"* communication with the children, dealing with what misbehavior there may be by complimentary appreciation and attention given to the positive behavior of those that show signs of order and cooperation. This control of the *"other children"* is an indirect lesson to the most destructive *"negative"* personalities in the group who will then seek the same type of approval and recognition of the teacher.

In time, these positive collective meetings for *"practical life"* exercises, can be eliminated entirely, as the children more and more find their own individual interests in a positive *"normalized"* way in the environment.

Communicating with Parents

The teacher has noticed that certain children in her new classroom are being harmed by detrimental actions of their parents; e.g., impatient, negative remarks

Cont'd. on Page 4, Col. 3

Imitation

Cont'd. from Page 2, Col. 3

Man the Unknown

> *"The basis of the reform of education and society which is necessary for our times must be the scientific study of man the unknown."*
>
> **Dr. Maria Montessori**
> *from **Formation of Man**, p.12*

Committed to fundamental laws of nature, Montessori teaching approaches the child as an *"unknown entity"* — to then discover its true nature as revealed by its own spontaneous activity. We cannot enter into this expansive process of *"discovery"* by the slavish imitation of rigid rules or personalities. To control our own *"personality"*, we must intimately examine our own way of being — to uncover and correct our own many unknown inner errors of thought and attitude.

Unknown Errors

> *"The adult must find within himself the still unknown error that prevents him from seeing the child as he is. If such a preparation is not made...he can go no further."*
>
> **Dr. Maria Montessori**
> *from **Secret of Childhood**, p.15*

Montessori teaching depends primarily on how we control our own *"personality"* with children — a process of *"inner preparation"* which extends far beyond our physical senses and current level of conscious knowledge. By observing our *"personality"* reflected in others, we can discover some important aspects of our own inner defects — and work to control our behavior with children in many positive ways. However, we cannot overcome our most significant inner obstacles by imitating the solution of others — because we are always alone in the most decisive moment of peril.

Moment of Peril

> *"It is primarily necessary to depend on oneself, because in the moment of peril we are alone."*
>
> **Dr. Maria Montessori**
> *from **Spontaneous Act. In Ed.**, p.183*

Our most critical actions with children will tend to arise from personal choices we make in moments of solitary reflection. However much knowledge we may gain from observing others, we all must finally decide on our own specific action according to internal processes of instinct and interest. Imitation of others and following rigid rules is no substitute for the practice and habit of constant expanding self-knowledge.

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ACE Convenes Conference on Educational Choice

On Saturday, October 7, 1995, the *Americans for Choice in Education* (ACE) will hold a conference/banquet on educational choice. The all-day *"Hands On - How To"* conference is planned to include such ideas as *"vouchers"* — government funding of education directly to parents to choose the government or non-government school of their choice for their children. Audience participation and discussion will allow for expression of a wide diversity of views and ideas. A banquet will follow the all-day conference — with featured speakers involved in educational choice.

The conference/banquet will be held at the Sheraton National Hotel (Arlington, VA). Conference only — $65; banquet only — $85; Conference and Banquet — $100. Send check to *Americans for Choice in Education*, 927 S. Walter Reed Dr., #1, Arlington, VA 22204.

The Society is a member of the ACE coalition — and supports its basic concept of eliminating the unfair and prejudicial interference of government in the field of education. Contact the Society for more details or to coordinate participation with other Society members.

IMAC Plea

Cont'd. from Page 1, Col.3

higher education under the HEA if it is accredited solely by the (MACTE) Commission in its capacity as a programmatic accrediting agency."

The Secretary also required an interim report by May 1, 1996 demonstrating *"strengthened compliance"* with certain of the recognition criteria, including the review of any complaints it receives that is related to the agency's standards, criteria or procedures.

Havis indicated that IMAC will continue to oppose this exclusionary Montessori agency recognition, as it pursues its own government recognition which is presently pending with the Secretary. Havis stated that "we also support repeal of laws with respect to any government 'recognition' of private accrediting agencies because of its inherently discriminatory nature and unnecessary government interference in educational choice. True unity and quality in Montessori education cannot be achieved by majority rule within a mere organizing mechanism for power — but must come about by inclusive standards for the entire Montessori community. I believe the IMAC agency best meets this need because of its clear definition of proper Montessori standards coupled with a full inclusion of diversity

Cont'd. on Page 4, Col. 1

Imitation
September, 1995
Vol. XVI, No. 3

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IMAC Plea

Cont'd. from Page 3, Col. 1

and consensus decision-making in all phases of its operation."

The Society is inviting petition signatures for congressional legislation to abolish the federal practice of discriminatory *"recognition"* of private accrediting agencies. For more details, or to obtain a copy of this petition for review and distribution, contact the International Montessori Society, 912 Thayer Ave., #207, Silver Spring, Maryland USA, 20910, Tel. (301) 589-1127.

Imitation

Cont'd. from Page 3, Col. 2

Self-knowledge

> *"...adults...are confronted with the problem of self-knowledge, that is of knowledge of the hidden laws that direct the psychic development of man."*
>
> **Dr. Maria Montessori**
> *from* ***Secret of Childhood****, p.208*

Montessori teaching must constantly distinguish between one's *"personality"* and being as a *"commitment to Montessori principles"* — a process of expanding self-knowledge at the most fundamental level of reality and truth. With patience and persistence in this *"inner preparation"*, we can gradually develop patterns of positive thought and action — even in the midst of great confusion, discouragement and negativity. Such an application of Montessori principles will then gradually lead us to discover the *"normalized"* child with its complete freedom from the ordinary attachment to imitation and dependency on others.

Trust Tutoring Meetings for Tutors and Directors

Since June, 1995, the International Montessori Trust (**Lee Havis**, Trustee) has been conducting a series of important orientation meetings for tutors and regional directors involved in its TRUST TUTORING program for individualized in-home instruction. Topics include, *"Introduction to Regional Directors"*, June 27, 1995, *"Communicating with Tutors"*, August 1, 1995 and *"Communicating with Clients"*, August 29, 1995. Havis stated that these meetings are intended to supplement and reinforce the directions given in its "Handbook" — the complete formal guidelines for regional directors.

Each meeting was taped for later use in a wider training procedure for new regional directors. Havis indicated that these tapes will be organized into a more systematic and widespread preparation of individuals who can serve in the critical role of *"regional director"* — to initially evaluate students with the new Trust Tutoring *"Evaluation of Basic Skills"* test, contract with clients and supervise the tutors who implement each assignment.

Havis noted that "since 1992, we have gradually developed a structure of support for in-home *'study skill'* learning that has wide application for all ages and subject areas. Our handbook, tapes and testing materials will enable us to expand more easily beyond our current operation in the mid-Atlantic area of the United States."

Further meetings for TRUST TUTORING regional directors will include such other critical topics as *"evaluating students"*, and *"selecting tutors"*.

Family Child Care

Cont'd from Page 1, Col. 1

to them. I am currently working with the Resource and Referral agency on setting up the Child Development Associate (CDA) program in our county."

Ms. Poser first became interested in Montessori when her oldest son was labeled with "Mild to moderate Mental Impairment". She indicates her hope that some day her son will be able to read and write as any normal child should. She states that "It is a goal of mine to help other Family Child Care Provides to become professionals, and offer high quality programs in their homes."

Ms. Poser is presently enrolled as a student in the Society's Montessori teacher education. For further information, contact: Julie Poser, *Cuddly Kidz Family Child Care*, 14307 Cimarron Ave., Rosemount, MN 55068. Tel. (612) 423-6092.

Moment of Peril

Cont'd. from Page 3, Col. 1

and actions when they arrive and leave each day. The children express various negative manners and attitudes from home, and the teacher has been seeking to communicate with the parents about this situation. However, the parents have thus far only expressed argument, defensiveness, lack of interest and thoughtless indifference. Since the parents most needing this communication tend to view their child's misbehavior as the school's problem and not theirs, the teacher is frustrated and confused in her efforts to expand Montessori principles with the parents. *What to do?*
Answer in Observer, November, 1995

November, 1995

Vol. XVI, No.4

The Montessori Thinking OBSERVER

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Participants discuss Montessori principles during lunch break at the "Creating the New Education" conference in Columbia, South Carolina — October 14-15, 1995

Conference in Columbia, South Carolina — Experiments and Experience, October 14-15, 1995

> *"...you can no longer walk as you please...you think it is easy! You will have to stop, then go to the left...or to the right, in whatever way the rules are made...Man becomes every day more tied up... "*
>
> **Dr. Maria Montessori** — *from* **Voice of Dr. Montessori**, *p. 302-03*

On October 14-15, 1995, the Society held its latest *"Creating the New Education"* conference in Columbia, South Carolina. As always, the conference offered much productive dialogue and *"inner preparation"* for Montessori teaching with children.

The conference featured a special experiment in *"observation"* — to experience more directly how to gain better awareness and control of our *"adult personality"* in being with children. The conference also included experiential learning through role playing various *"moments of peril"* with children — to help clarify and resolve the critical distinction between the *"child"* and the *"environment"*.

Participating in the conference were school owners, parents and teachers from the states of South Carolina, Georgia, Maryland and North Carolina. **Lee Havis**, Society executive director, led the wide-ranging discussion into many aspects of Montessori teaching — to help participants experience and experiment with the idea of *"control the environment, not the child"*.

After the conference, Havis consulted with staff and parents at the local *College of Early Learning*. He expressed his appreciation for their support and cooperation in organizing local participation for the conference — and for their determined efforts over the years for the *"normalized"* child. Havis stated that "I am particularly encouraged by the progress I see at the school each year I return — the children being ever more calm and orderly in their concentrated work and harmonious in their relations with each other."

Interested participants are being issued a *"certificate of attendance"* to acknowledge their completion of 15 clock hours of continuing Montessori teacher education. A tape of excerpts of the conference will be available in the near future. (Tape of the 1994 conferences is still available at the reduced rate of $12.00 ea.; $9.60, member rate)

Havis also expressed his hope for further *"creating the new education"* conferences in South Carolina and elsewhere. The Society invites interested persons to complete a special *"interest"* form to help plan the specific locations and dates in the future.

Gingerbread House Montessori in Stillwater, Minnesota

Chrystal Mueller established her *"family child care"* program in Stillwater, Minnesota in 1972. Since then, she has improved her program and expanded its impact on the local community in many ways.

In 1988, Chrystal instituted a support group for family child care providers, and has served as its co-leader to the present time. The group supports training and assistance for providers, to improve and enhance their professional recognition and preparation in the field of child care. She believes that "there is no more important work and responsibility than family child care provider" and states that this has been strongly affirmed through her many studies in early childhood education.

Cont'd. on Page 3, Col. 3

MONTESSORI CONFERENCE

Creating the New Education

Inner Preparation for Montessori teaching

The Society's two-day weekend conference, *"Creating the New Education"* provides a psychological "inner preparation" for Montessori teaching — in-depth study and experience in applying Montessori principles with children

Date/Scheduling: Based on interest in local area. Complete and return "interest" form to participate in planning.

Location: Hotel most convenient to majority of those planning to attend.

Registration: $200 per person ($160, member rate) one month before conference date; ($130, member rate) 8 weeks before conference date. Further group discounts provided.

Certificate of Attendance: recognized by Society for 15 clock hours of continuing Montessori teacher education.

Call or write for details or
to express interest:
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Montessori Observer, November, 1995

Thinking

by Lee Havis

> *"The great majority of teachers, in the absence of sufficient training and experience, end by thinking that the 'new child', so eagerly expected and of whom so much has been said, is nothing but a myth or an ideal."*
>
> **Dr. Maria Montessori**
> *from* ***Absorbent Mind****, p.270*

Thinking about Dr. Montessori's new *"normalized"* child does not necessarily result in its actual emergence in reality. *"Unknown errors"* within are always active to divert and distract our thoughts from the child's true natural love of order, spontaneous self-discipline, and complete harmony with its environment. These errors arise from our being as *"personality"* — a constant stream of self-defeating prejudices and unconscious thinking which oppose even our best efforts at Montessori teaching with children.

Prejudices

> *"Many people...cannot help themselves from having their judgments affected by their prejudices."*
>
> **Dr. Maria Montessori**
> *from* ***Voice of Dr. Montessori****, p.201*

Prejudicial thinking is the legacy of our own *"unnormalized"* treatment during early childhood — fixed within our *"personality"* today as a system of limiting beliefs and reactive behavior with others. To counteract this destructive automatic way of being, we must consciously create a new way of being committed to infinite and eternal laws of nature. Otherwise, our reasoning tends to reflect only those most superficial aspects of our thinking as *"personality"*.

Reasoning

> *"...do not think that when the mind is not attracted to reality it ceases to function. On the contrary, it is very active...This type of man can reason very very well upon certain topics but this reasoning is not upon reality but upon their imagination."*
>
> **Dr. Maria Montessori**
> *from* ***Voice of Dr. Montessori****, p.197*

Since we see only a portion of the total truth in the present moment, our reasoning is built on imperfect and impartial knowledge. We simply filter out and reason away those aspects of the truth that do not fit within our particular expectations and assumptions about what is possible. Although we must certainly apply our imperfect reasoning to make the best judgments we can with the limited knowledge we have, we must also question and expand our reasoning to include and value the many mysteries that life presents around us every day.

Mysteries

> *"...we live among many mysteries in the universe and don't stop to think about them."*
>
> **Dr. Maria Montessori**
> *from* ***Voice of Dr. Montessori****, p.259*

As an *"unknown entity"*, the child is always before us as a mystery to discover and reveal in its own good time. When the child appears in any way *"unnormalized"*, we must look for the cause in the *"environment"*, not the *"child"* — and then proceed to experiment with a suitable resolution through the approach of *"control the environment, not the child"*. Since our own *"adult personality"* is perhaps the most difficult element to control in the child's environment, we must develop a particularly keen interest in the process of its observation and control with children.

Interest

> *"We only know that in the human psyche there exists an enigma, not yet touched upon by our interest."*
>
> **Dr. Maria Montessori**
> *from* ***Formation of Man****, p.10*

Since we cannot see our *"personality"* directly, interest in its observation and analysis is difficult to develop. Our automatic thinking as *"personality"* is self-defensive on the question of who we are — so that pain from incomplete early childhood experiences tends to remain well hidden and repressed in our present day life. To effectively control this *"adult personality"*, we must disengage from its unconscious hold on our thinking — by a probing *"inner preparation"* which is vital to what Dr. Montessori described as the approach of scientific pedagogy.

Scientific Pedagogy

> *"I was so far from thinking of it as my method that the first book I wrote had the title 'Scientific Pedagogy Based on Experiences in the Houses of Children'."*
>
> **Dr. Maria Montessori**
> *from* ***Voice of Dr. Montessori****, p.295*

Dr. Montessori emphasized that her scientific pedagogy requires teachers to study their own behavior and thoughts with the precise objectivity of a true scientist. In the classroom laboratory, teachers must apply the principle of *"observation"* to discover and resolve whatever may be detrimental in their own being with children. If a *"thought"* is the quantum of the universe; i.e., the most basic element of its composition, then perhaps our thinking is the creative act itself — a power that we must willfully exercise to create a true *"normalizing"* environment for children.

Power to Create

> *"...when imagination starts from contact with reality,...thought begins to construct works by means of which the external world becomes transformed; almost as if the thought of man had assumed a marvelous power; the power to create."*
>
> **Dr. Maria Montessori**
> *from* ***Spontaneous Act. in Ed.****, p.241*

Thinking about the child as an *"unknown"* leads us invariably to explore the ultimate perfection of infinite and eternal laws of the universe. Phrases such as (1) *"Observation"*; (2) *"Individual Liberty"* and (3) *"Preparation of the Environment"* are expansive thoughts that give us some idea about these fundamental laws — a starting point to help guide our

Cont'd. on Page 3, Col. 2

Look for the
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featuring
HABIT

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Lee Havis, Executive Director

The **Montessori Observer** is mailed four times each year, in March, May, September and November, to Society members throughout the world. The purpose is to provide news and information about the Society's work in Montessori education, and to extend awareness of Montessori principles throughout the world.

INTERNATIONAL MONTESSORI SOCIETY

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Moment of Peril

by Lee Havis

Communicating with Parents

When parents defensively resist communication to support Montessori teaching with their children, (**see *Observer Sept., 1995***), the teacher's ability to conduct a *"normalizing"* environment at school is significantly deterred. In such a *"moment of peril"*, the *"adult personality"* is most definitely implicated as detrimental in the environment. The teacher's primary fault here is an attitude and approach to the parent which is either *"negative"* or tending to *"abandon"* the effort at communication altogether. She has prejudicially assumed that the parents are *"not interested"* in Montessori education, and so she reinforces and promotes a continuing negative mind-set in the relationship with parents.

As with children, the Montessori teacher here must approach the parents more prepared to *"observe"* and *"listen"* for interest; i.e., not to *"teach"* in the traditional sense of the word. If possible, she could use the arrival or dismissal time for a brief *"lesson"* for the parent, to *"watch"* the teacher offer some positive, supportive communication to the child — to have the parents notice some aspect of her *"being"* which they might otherwise overlook on their own. If the parent appears too busy at that moment, ask to call at home for a discussion on the child's progress at school.

In communicating with parents, keep the focus on the school's duty and responsible for creating a *"normalizing"* environment at school. Listen carefully for evidence of personal interest, and proceed accordingly to expand this interest with practical examples and suggestions for the parents to experiment with at home on their own.

As with children, avoid any *"negative"* judgment about the parent's behavior, but do confirm and acknowledge any errors that the parents may themselves voluntarily notice. Also, be prepared to suggest new possibilities for the parents to try out at home to *"control the environment, not the child"*. In time, the parents' own experiences will teach them to more consistently control and adjust their being with the three Montessori principles.

No Interest

9 year old Marie is a bright capable student, but seems to show little interest for

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Thinking

Cont'd. from Page 2, Col. 3

thinking for the emergence of the *"normalized"* child. These three Montessori principles can provide a most useful framework for our careful analysis of the various detrimental influences in the child's environment.

Analysis

> *"Separating each part of the activity and attending to them one by one...would probably never have been thought of by the adult. The observation of the child is the only thing that has given us the clue to this need of analysis."*
>
> **Dr. Maria Montessori**
> *from **Voice of Dr. Montessori**, p.296*

Montessori teaching must objectively analyze the child's environment according to each of its separate parts — the *"other children"*, the *"physical elements"*, the *"adult personality"*. We must then proceed to thoughtfully *"prepare the environment"* by removing their various specific detrimental influences. Since Dr. Montessori first discovered the *"normalized"* child in 1907, a whole new language has grown up to communicate and help our understanding of this central experience of *"normalization"*.

A New Language

> *"thoughts...have been taken and fixed...in a new language..."*
>
> **Dr. Maria Montessori**
> *from **Voice of Dr. Montessori**, p.271-72*

Our experience of the *"normalized"* child today is communicated with the aid of specific terms and concepts associated with the word *"Montessori"* — a whole new language to define *"normality"* and *"individual liberty"*. We use these words to help us fix and regulate our being in harmony with the emergence of the *"normalized"* child. Although this new language may serve to clarify our understanding of the various *"Montessori"* ideas, we must still return to the pure unspoken experience itself — to renew and confirm the reality of the child's true *"normalized"* nature.

Ideas

> *"...ideas lose strength in becoming widespread."*
>
> **Dr. Maria Montessori**
> *from **From Childhood to Adol.**, p.34*

Since 1907, a vast array of ideas, concepts and personalities has emerged around the word *"Montessori"* — to define and structure its appearance and distinction in society. With so much distracting complexity, the original idea itself is easily diminished and disregarded as a powerful creative experience in our individual being with children. To overcome the distorted ideas of *"Montessori"* associated with popular opinion, certification or specified materials, we must constantly engage in a careful preparation of thought with others on this matter of 'what is Montessori?'

Preparation of Thought

> *"Where the right preparation of thought is complete, discoveries may take place by the organization of many minds in this suitable mental atmosphere."*
>
> **Dr. Maria Montessori**
> *from **To Ed. the Human Pot.**, p.81*

Montessori teaching requires us to prepare our thoughts to study the various beliefs and opinions we have about *"Montessori"* itself — to expand and question the many divergent opinions, beliefs and ideas that have emerged in others about the word *"Montessori"*. Through this committed dialogue and discussion, we see the reflection of our own *"personality"* — to observe the projections of its various defects and limitations that deter our effective being as a *"commitment to Montessori principles"*.

Cont'd. on Page 4, Col. 1

Gingerbread House

Cont'd. from Page 1, Col.3

In 1990, Chrystal received *"Child Development Associates"* certificate, and since then has served as a mentor, trainer and teacher for others involved in this recognition program for professional child care development. In April, 1995, she enrolled into the Society's Montessori teacher education program and is now seeking to help organize interest for a *"Creating the New Education"* conference in the state of Minnesota.

For further information, contact: Chrystal Mueller, Gingerbread House, 242 Deer Path Ct., Stillwater, MN 55082, tel. (612) 439-2927.

Children working with language materials at the Gingerbred House in Stillwater, Minnesota.

Thinking

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November, 1995

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Thinking

Cont. d. from Page 3, Col. 3

Only with this type of *"inner preparation"* can we then move into effective action to try out our new thinking with children.

Movement

> *"Movement is the last part that completes the cycle of thought, and spiritual uplift is attained through action and work."*
>
> **Dr. Maria Montessori**
> *from* ***Ed. for a New World****, p.49*

Movement completes the cycle of our thinking for effective Montessori teaching with children — to test out, confirm and validate the real value and impact of our ideas in practice. Between each thought, we can choose our actions — to either create new expansive thoughts about Montessori principles or to automatically repeat our old habits of prejudicial thinking as *"personality"*. By choosing to think about Montessori principles instead of action according to the reactive being of *"personality"*, we can see real progress in the more positive, normalized behavior of the children we supervise each day.

Progress

> *"Progress consists in seeing what has not been seen before and in doing what was once thought unnecessary or even impossible."*
>
> **Dr. Maria Montessori**
> *from* ***Secret of Childhood****, p.23*

Progress for the *"new education"* outside ourselves reflects our own active, clear thinking about the *"normalized"* child. The three Montessori principles are powerful thoughts which can help us discipline our minds for effective action with children — to visualize the *"normalized"* child in even the most discouraging of disruptive situations. In such *"moments of peril"*, we have the power to choose a new way of being as *"commitment to Montessori principles"* — to adjust our thinking to allow the *"normalized"* child to freely emerge in the world.

* * *

Moment of Peril

Cont'd. from Page 3, Col. 1

the *"easy"* work that others her age are doing. When the teacher approaches her with a possible new project, she reacts defensively with an indication of *"no interest"*. Although Marie does the work that others her age are doing, she seems to lack enthusiasm and a lazy attitude about new work. What to do?

Answer in* Observer*, March, 1996

Children working at the Sweet Garden School in Houston, Texas.

My Sweet Garden in Houston, Texas

In 1994, Lili Morales opened *her "My Sweet Garden"* Montessori school in Houston, Texas — a *"family day care"* program for children ages 2-6 which she directs in her home.

The Morales school operates from 6:30 am to 6:30 pm daily — providing a long period for time for work and concentration on a wide variety of interesting activities. Special activities for the children include Spanish language instruction, art, planned field trips and outside activities for the summer.

Lili holds an associated degree in Child Development and various certifications in Early Childhood. In 1994, she enrolled into the Society's teacher education program through correspondence.

In 1995, Lili sent out a letter to Society members in Texas inquiring about interest in scheduling a *"creating the new education"* conference in Texas. She indicates that some of her parents are interested in attending, and has received some favorable responses from others in the state.

For further information about *"My Sweet Garden"* or to help organize plans for a Texas Montessori conference, contact: Lili Morales, 8405 Wilcrest 3000, Houston, TX 77072, Tel. (713) 575-8758.

Marketplace

Montessori School — for sale in the Clearwater, Florida area. Fully equipped and operating. Owner plans to retire after 16 successful years. Available with or without real estate. Contact Angelo Trenga of Best Business Brokers at 1-813-321-1414.

March, 1996

Vol. XVII, No. 1

IMS

The Montessori Habit
OBSERVER

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On-site Visit Held for IMAC Accreditation

On Feb 6, 1996 the **International Montessori Accreditation Council** (IMAC) conducted its on-site visit for the accreditation of the Society's Montessori teacher education program — the "Independent Study Course". The visit was conducted by a member of the IMAC review committee at a school located in Woodbridge, Virginia. The review committee will now proceed to finalize its report — and submit with recommendation for final action by the IMAC advisory committee.

A representative of the US Department of Education attended the on-site visit to observe the process as part of the Department's consideration of the IMAC petition for recognition. IMAC has received support for its recognition from members of congress and others in the field of accreditation. IMAC continue to favor, however, full abolition of these "recognition" procedures to support greater educational freedom in the United States.

Montessori Conferences

Creating the New Education

Inner Preparation for Montessori Teaching

Houston, TX
May 4-5, 1996

New York, NY
May 18-19, 1996

Rochester, NY
September 28-29, 1996

Registration: $200 per person ($160 member rate) 4 weeks before conference date. Send registration fee to
International Montessori Society
912 Thayer Ave
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RAYMOND BECK

Discussing "educational freedom" bills HB 920 and 994 in office of Del. Ray Beck, co-sponsor of legislation. From left: Del. Ray Beck, Mignon Bush Davis and Lee Havis. Annapolis, MD, February 1996

Educational Freedom Bills in Maryland

Since fall 1995 the Society has been actively seeking to develop and implement some specific legislative proposals for greater educational freedom in the state of Maryland. Specific legislation is needed to assure the growth and progress of Montessori education in that jurisdiction. With the support and encouragement of other concerned Maryland citizens, **Lee Havis**, the Society's executive director, prepared and proposed a series of possible bills for consideration by the Maryland General Assembly in its 1996 term. Each bill was designed to bring greater freedom for Montessori education — to overcome the present system of government control and censorship through such means as mandatory "certification".

In February, 1996 Havis met with legislators and others to consider specific legislative action. The result was the introduction of several bills that are presently under consideration.

HB 920 and HB 994 specifically address the need for an exemption from mandatory state certification — a system of excessive regulation in such sensitive areas as teacher qualifications and curriculum. These bills address longstanding concerns that the Society has raised in Maryland since 1981 when its own teacher education efforts for certification were denied in that state.

Del. Dana Dembrow, the primary sponsor of HB 920 and 994 is also a member of the advisory committee of the IMAC accrediting agency which oversees review of the Society's teacher education activities. Joining as co-sponsors of the bills were (HB 920) Beck, Morgan, Hixson, Jacobs, Heller, Kittleman and Muse; (HB 994) Beck, Flanagan, Hixson, Jacobs, Heller, Kittleman and Muse.

On February 22, 1996 Del. Dembrow introduced the testimony of Havis at oral hearings before the House Ways and Means Committee for HB 920, and on March 1, 1996 before the House Appropriations Committee for HB 994. **Mignon Bush Davis**, a Society member and citizen activist in Maryland also presented oral and written testimony at the two hearings in support of these bills. The only opposition to the bills at the hearings was presented by the affected government agencies, the State Department of Education and the State Commission on Higher Education.

In his testimony, Havis emphasized that quality education is better assured through competition in the free marketplace rather than through government censorship. He stated that without the exemption from state certification, "the

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395

Habit

by Lee Havis

> *Nothing is more difficult for a teacher than to give up old habits and prejudices*
>
> **Dr. Maria Montessori**
> from **Discovery of the Child**, p 155

Montessori teaching requires us to give up of old habits of prejudicial thinking about the child — to discover its true '*normalized*' nature in complete harmony with the environment We can learn to give up such destructive habits as '*negativity*' and '*abandonment*' with children by creating a whole new way of being committed to the three Montessori principles, i.e. (1) *Observation* (2) '*Individual Liberty*' and (3) *Preparation of the Environment* These three fundamental laws of nature can guide us to establish new habits of thought and action which are completely separate from the state of illusion that surrounds us in the negative and prejudicial opinions of others

State of Illusion

> *The truth is we make mistake after mistake and do not correct ourselves We fail to realize our faults we live in a state of illusion shut off from reality*
>
> Dr. Maria Montessori
> from **Absorbent Mind** p 246

The illusion of external effects hides from us the reality of the *normalized* child that lives in the realm of the spirit Since we tend to see the child only in its external form as physical body and personality we fail to notice its infinite possibility as an *unknown entity* We have adjusted our minds to a prejudiced and limited state of reality — the legacy of basic impressions that were internalized in our being as *personality* before the age of six

Impressions

> *With our conscious memory we forget but the unconscious does something far worse for impressions made at this level become graven on the personality itself*
>
> **Dr. Maria Montessori**
> from **Absorbent Mind** p 77

Impressions in early childhood become fixed in our '*personality*' as a complex system of beliefs and habits — a sense of reality that defines and limits our ordinary possibility for being As '*personality*', we play out a struggle for power, control and self-expression with others — the same drama of neglect, abandonment and abuse that arose from our various experiences of early childhood Unless controlled, this inner drama of '*personality*' expresses itself outwardly with children in a very detrimental manner — disturbing the child's normal growth during its most sensitive periods of early childhood

Periods of Childhood

> *there are periods in childhood for gaining some impressions and fixing habits which if they are neglected can never be redeemed*
>
> **Dr. Maria Montessori**
> from **Discovery of the Child** p 171

Sensitive periods before the age of six give rise to the child's whole sense of order language and self-image After the age of six these basic faculties of our being fix habits in our behavior which are almost impossible to overcome Montessori teaching must therefore respect the young child's *absorbent mind* during these sensitive periods — to allow the child to create its own way of being through such means as free exercise with various practical life activities

Practical Life

> *the carrying out of practical life affords an abundance of exercise By a habit of work a child learns how to move his hands and arms and to strengthen his muscles more than he does through ordinary gymnastic exercises*
>
> Dr. Maria Montessori
> from **Discovery of the Child**, p 81

Young children develop their habit of 'constant' work by a profound concentration on such practical life exercises as cleaning ordering and handling of simple objects in the environment In this way the *normalized* child develops a love of order spontaneous self-discipline and social harmony in all areas of its life Persistence personal responsibility and loyalty to inner conviction all make up the essential character of the *normalized* child

Character

> *The man of character is the persistent man the man who is faithful to his word his own convictions*
>
> Dr. Maria Montessori
> from **Spontaneous Act. in Ed.**, p 118

The *normalized* child has its character firmly grounded in a commitment to inner guidance based on its own inner plan of creation By contrast the ordinary child reflects a much weaker, more dependent nature — distorted and diverted by undue obedience to the demands and opinions of others While we all must learn to obey certain necessary aspects of organized society the '*normalized*' child has mastered the control of this obedience

Control of Obedience

> *There is no lack of obedience in the world quite the contrary What unhappily is absent is the control of obedience*
>
> **Dr. Maria Montessori**
> from **Absorbent Mind**, p 257

Normal obedience reflects a habit of intrinsic motivation and inner guidance that expresses itself in outer form as an independent and self-confident nature with others Montessori teachers serve this '*normalized*' nature by the practice and habit of obedience to the authority of fundamental laws of nature The principle of '*observation*' directs us particularly to look beyond the body and personality of the child to see its true '*normalized*' nature within ourselves

Cont'd on Page 3 Col 2

Look for the

May, 1996 Observer

featuring

Inner Preparation

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Lee Havis, Executive Director

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Moment of Peril

by Lee Havis

No Interest

Even a child who appears to have *no interest* amid a sea of wonderful and well-ordered Montessori materials has the inborn need and interest to pursue goal-directed activity The "bored" attitude of 9 year old Marie (**see Observer** *November 1995*) is therefore a reflection of some detrimental influence in the environment which must be controlled and resolved by the responsible adult

Since the *physical objects* or *other children* are not directly detrimental here we must examine the detrimental influence of the *adult personality* The teacher must draw a clear distention between the *environment* and the *child*

As always we consider Marie as the *hub* child — the unknown entity that must be allowed to perfect itself The *environment* to particularly control in this situation includes the *adult personality* as a key obstacle

The *bored* child is a reflection of the teacher's attitude and disposition of *personality* — and the solution is a sort of psychological dialogue with the child on the matter of interest in reality Essentially the teacher is acting out the *abandonment* in her own life as a child Viewed from Marie's position she is dramatizing her alienation from the environment — and the teacher must use her own *personality* in a positive way to engage and wake up the child to reality

Conscious of such principles as *preparation of the environment* the teacher here must use her *personality* to bring energy and attention to the circumstances of the present moment — perhaps to point out some challenging opportunity for work or to comment on the weather or some activity conducted by another child It does not matter that Marie may well choose some other idea altogether from that suggested or pointed out by the teacher What is important in this *no interest* situation is that the child does "wake up" to her circumstances — and finds something interesting to pursue with concentrated attention

The Distracted Child

4 year old Brian seems to become too easily distracted for the slightest reason A door opens, a pencil drops, or some words are spoken, and he must immediately rush off to "explore" the distracting

Cont'd on Page 4 Col 1

Habit

Cont'd from Page 2

Observation

"The possession of the senses and of knowledge is not sufficient to enable a person to observe It is a habit that must be developed by practice"

Dr. Maria Montessori
from **Spontaneous Act. in Ed.**, *p 130*

True *Observation* requires us to see beyond our current expectations and knowledge of children and education — to focus our attention with faith on the central reality of the *normalized* child Only by a most probing type of *inner preparation* can we discover *Montessori* beyond the external symbols of certification and materials — to see its true reality as a commitment to fundamental principles of nature If real progress is to be achieved in this committed way of being our *inner preparation* must become a constant habit and practice in our actions with children

Progress

Progress consists in seeing what has not been seen before and in doing what once thought unnecessary or even impossible

Dr. Maria Montessori
from **Secret of Childhood**, *p 23*

Progress in Montessori education is achieved by expanding Montessori principles in our being with children — to separate ourselves from the surrounding pretense of external effects in our environment We must develop the habit of approaching the child as an *unknown entity* — to then apply the three Montessori principles as an approach to *control the environment, not the child* Whatever impotence and futility we may feel in our imperfect efforts with children we can always return to the three Montessori principles to control our inner errors — to keep us moving on with greater precision and skill than before

Impotence

The real enemy is man's impotence against his own products To vanquish this enemy, man has only to react and behave in a different manner towards the environment

Dr. Maria Montessori
from **Formation of Man**, *p 18*

Montessori teachers with practice can overcome the impotence of being as *personality* with children — to create the habit of following Montessori principles instead Then we can powerfully act to control our *personality* as an objective element in the child's environment The distinction between "*environment*" and "*child*" is one powerful thought that can initiate our successful action with children

Cont'd on Page 4, Col 1

Book Review

The Almanac of Education Choices

Jerry Mintz, Editor in Chief
Pub 1995 Macmillan

The *Almanac* brings together many years of research and study of alternative education — to provide an extensive compilation of names, addresses and other information about over 6000 non-traditional educational alternatives in the United States and elsewhere **Jerry Mintz** has collaborated with Macmillan publishers to provide this useful information in a single publication which includes Montessori schools, Waldorf schools and new charter schools in the USA and CANADA Included are over 2500 Montessori schools, 700 homeschool support groups and 500 independent alternative community schools

This publication provides a means to network with others seeking out viable options to the traditional public school classroom Readers will be able to find out about alternative boarding schools, and higher education alternatives Also, there are 12 how-to and historical essays about starting schools, homeschooling, Montessori education, charter schools and research findings

Montessori schools and interested parents will find this resource particularly useful for referrals and inquiries about related programs and opportunities Many schools that do not carry the "Montessori" label still offer a similar type of commitment to experimental study of children, intrinsic education and individualized learning

For many years, Jerry Mintz has devoted himself to non-traditional education throughout the world with his newsletter, *Alternative Education Resource Organization* (AERO) This AERO-GRAMME newsletter has been an invaluable resource and encouragement to many parents, teachers and schools frustrated with the ordinary traditional approach to education

Dr. Robert Muller, former Assistant Secretary General of the United Nations and author of the *World Core Curriculum* stated that "The publication of this *Almanac* is a real breakthrough and very fundamental to educational change There has never been a complete list of educational alternatives like this before We have been waiting for years"

To order, send $23 prepaid to Jerry Mintz, AERO, 417 Roslyn Rd, Roslyn Hts, NY 11577, tel (516) 621-2195

Habit
Vol. XVII, No. 1
March, 1996

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Habit

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which gradually become a well-established habit by its constant repetition.

Repetition

> *"The exercise which develops life, consists in the repetition, not in the mere grasp of the idea."*
>
> **Dr. Maria Montessori**
> *from* **Montessori Method**, *p 358*

Repetition of a word, thought or action can provide a most effective trigger to break some fundamental pattern of negative behavior in our *"personality"*. A single word, e.g., "positive", might serve very well to trigger our awareness of a pattern of negative language — so that we can then proceed to control and restrain its expression through conscious action. By repeating even small actions for the *"normalized"* child we will bring about a most favorable evolution in our being with children.

Evolution

> *"Man has to adapt himself to all kinds of conditions and circumstances in the environment and never fixes himself in his habits because he evolves continuously along the course of history of civilization."*
>
> **Dr. Maria Montessori**
> *from* **Formation of Man**, *p 89*

Even though our *"personality"* may lead us to repress and abandon the *"normalized"* child, we can still set in motion an evolution of our being towards harmony with the three Montessori principles. Small steps in applying the three Montessori principles become meaningful habits as we proceed to try out specific action *to "control the environment, not the child"*. We can stabilize and strengthen even further this committed way of being by speaking out for the reality of the *"normalized"* child to others — creating the *"new education"* in the world as a regular and consistent habit each day.

* * *

Moment of Peril

Cont'd from Page 3, Col 1

event. When the teacher tries to interest Brian in work, his initial interest seems to disappear quickly as something new grabs his attention for a short while. Since this pattern has been repeated over and over again, the teacher is discouraged and wonders whether it would not be best to leave Brian entirely alone for him to find some activity of interest on his own. What to do?

Answer in ***Observer****, May, 1996*

Lee Havis (left) and Del. Dana Dembrow (right), discuss HB 920 and 994 in Annapolis, MD

Maryland Bills

Cont'd from Page 1, Col 3

most innovative, creative and non-traditional types of teacher education institutions would be held back in their work because of the intrusive government control and censorship which is built into the current system."

During later discussion with **Del. Raymond Beck**, it was suggested that many aspects of *"educational choice"* in Maryland be studied to continue these legislative initiatives during the next Assembly term. The Havis proposals for educational reform include elimination of *"compulsory"* schooling, a more uniform distribution of government education funds, tuition tax credits for parents of children attending non-government schools, and greater local control of public education, including the use of vouchers for parents to choose non-government education if they wish.

Contact the Society for information and details about the progress of HB 920, 994 and other proposals on "educational choice".

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May, 1996

Vol. XVII, No.2

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Inner Preparation

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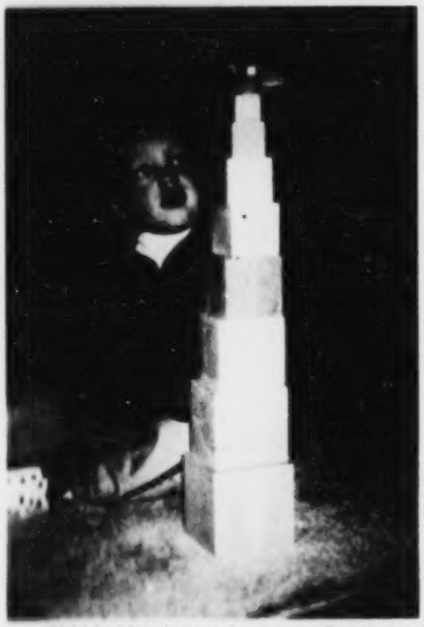
Rooster Loft Montessori in Waukesha, Wisconsin

The Rooster Loft Montessori in Waukesha, Wisconsin is owned by **Sally Rouse** and operated by her for children from birth to age 5. The program is conducted on a year round, full-day basis and holds IMS recognition as a Montessori school. It is also nationally accredited by NAFCC.

Ms. Rouse is a leader in the family day care community in her area, and is author of a 208 page manual entitled "ABC's and 123's of Quality Child Care" — a "how to" book with complete basic guidance and information for the operation of programs for young children. She is also a consultant and master provider for the issuance of the CDA credential.

Since her recent graduation from a "*Montessori in the Home*" course conducted by **Elza Haley**, Ms. Rouse has

Cont'd on Page 4, Col. 3



Child building tower of cubes at Rooster Loft Montessori in Waukesha, Wisconsin

IMAC Renews Accreditation for IMS Teacher Education

On May 8, 1996, the IMAC Advisory Committee met in Silver Spring, MD to approve for continuing accreditation the Society and its teacher education program entitled "Independent Study Course". This action follows the IMS review committee on-site visit and recommendation for a further four-year term of accreditation. By consensus, the committee voted to approve the IMS review committee's recommendation for a further four-year term.

Present at the meeting were committee members **Jerry Duvall**, **Linda Rusthoven**, **Alexander Riddel**, **H. Kent Baker** and **Richard Matteson**. **Lee Havis**, IMAC chairman, was also present to answer questions. In addition, **Bill James**, representative of the U.S. Department of Education was present to observe the proceedings as part of the Department's review of the IMAC petition for federal recognition.

The Advisory Committee also considered the progress of "Woodlands Training Centre" in its preparation of a self-study report. Other discussion centered around the role of modern technology and how this is transforming the typical traditional approach of classroom instruction. Havis particularly noted his appreciation for the committee's support for the IMAC approach of inclusive accreditation for the

Maryland Legislature Votes on Educational Freedom

Del. **Dana Dembrow** (D), Montgomery Co., member of the Maryland General Assembly, and member of the IMAC Advisory Committee, entered two bills to support greater "*educational freedom*" in the state. These bills, HB 920 and HB 994 would allow non-traditional alternatives such as Montessori schools and teacher preparation institutions to operate without the current mandatory state "certification". Co-sponsoring with Dembrow and supporting the bills were Dels. **Morgan** (R), Prince George's Co. [HB 920 only], **Kittleman** (R) Howard Co., **Beck** (R) Montgomery Co., and **Jacobs** (R) Anne Arundel Co.

On March 13, 1996, the House Ways and Means Committee voted against passage of HB 920, with delegates **Beck** (R) Montgomery Co., and **Rzepkowski** (R) Anne Arundel Co., casting favorable votes. In the Appropriations Committee, HB 994 was given an unfavorable report on April 16, 1996, with delegates **Martha Klima** (R) Baltimore, and **Robert Baldwin** (R) Anne Arundel Co. voting in favor of the bill. **Lee Havis**, the Society's executive director and principal coordinator of support for the bills, expressed his appreciation to the supporting legislators. He is now seeking to gain more support for a further submittal in the next term.

Havis noted that HB 920 and 994 were defeated in committee due to lack of public awareness and attention to the issue of "*educational freedom*" — and for the value of free-market competition to improve the quality of education. In correspondence with the governor, he commented that "When government attempts to censor, define, interpret, standardize and control what is 'adequate' curriculum and what is a proper 'diploma' in a philosophy such as 'Montessori', it interferes with creative growth and development in the free marketplace of ideas."

While the governor responded to Havis that "We concur with your suggestion that there needs to be innovation in the field of teacher preparation" and "I am an enthusiastic supporter of growth and development in the private sector", he still declined to support either HB 920 or 994

Cont'd on Page 3, Col. 3

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Inner Preparation

by Lee Havis

"One who would become a teacher according to our system must examine himself. this inner preparation will give the balance and poise he will need."

Dr. Maria Montessori
from ***Secret of Childhood**, p 153*

Montessori teaching requires a considerable inner preparation to effectively create a *"normalizing"* environment for children — to allow the child's true *"normalized"* nature to fully emerge in harmony with the infinite and eternal laws of nature. Without such inner preparation, our being as *"personality"* tends to project itself on the child who then acts out the drama of our own various limiting beliefs, prejudices and expectations. To prepare ourselves to see the child's true *"normalized"* nature, we must use our imagination to expand beyond the limited perception of the child as being only its physical body, superficial personality and outer behavior.

Imagination

"...an intending Montessori teacher... must keep her imagination alive. The Montessori teacher is constantly looking for a child who is not yet there... In her imagination she sees that single normalized type."

Dr. Maria Montessori
from ***Absorbent Mind**, p 276*

Imagination helps us visualize the *"normalized"* spirit within each child — even when a particular child may be showing considerable negative drama and misbehavior. By contrast, traditional teaching has no such inner vision of a *"normalized"* child — directing itself instead only to the superficial external goals of transmitting pre-determined factual knowledge or achieving some specified level of academic performance. The teacher's dictatorial, controlling *"personality"* therefore becomes the greatest obstacle to the child's true normal growth and development.

The Greatest Obstacle

"The teacher's happy task is removing the obstacles, beginning with those which she herself is likely to present (for the teacher can be the greatest obstacle of all)."

- **Dr. Maria Montessori**
from ***Spont. Act. in Ed.**, p 264*

Montessori teaching aims to remove all detrimental influences from the child's environment — including particularly the teacher's own *"personality"* which is usually the greatest obstacle of all. Inner preparation is needed to control the *"adult personality"* — to become aware of our own thoughtless negative or neglectful habits with children. Such a penetrating self-knowledge is the primary basis for successful progress in Montessori teaching.

Self-Knowledge

"... adults... are confronted with the problem of self-knowledge, that is of hidden laws that direct the psychic development of man."

Dr. Maria Montessori
from ***Secret of Childhood**, p.208*

Self-knowledge guides us to discover the laws of nature that work within us in harmony with all creation — then to apply this knowledge in our external actions to create a *"normalizing"* environment for children. Montessori teachers must learn to see themselves as committed to such fundamental natural laws as (1) *"Observation"*; (2) *"Individual Liberty"*; and (3) *"Preparation of the Environment"*. These three Montessori principles can give stability, substance and direction to our work with children — to help control the outward expressions of our hidden drama of *"personality"* in the child's environment.

Hidden Drama

"An inner wall is built up which closes the spirit and conceals it as a defense against the world. Behind these multiple barriers a hidden drama is unfolded."

Dr. Maria Montessori
from ***Secret of Childhood**, p 160*

The *"adult personality"* plays out the hidden drama of an early childhood past full of many unconscious emotional attachments, repressed fears and false assumptions about reality. Outward evidence of this inner struggle for self-expression and survival is seen in the *"unnormalized"* behavior of the children we supervise. Disorder, fantasy, dependency and misbehavior in children should therefore always make us aware of the terrible lie of our own inner being as *"personality"*.

The Terrible Lie

"Conventions which camouflage a man's true feelings are a spiritual lie which help him adapt to the organized deviations of society. This is the terrible lie lurking in the deepest recesses of the subconscious."

Dr. Maria Montessori
from ***Secret of Childhood**, p 176*

The terrible lie that denies our true nature is reinforced and supported by the ordinary repression and abandonment of the *"normalized"* child in society. In our weakness, we tend to adapt to the illusion of external effects rather than challenge them through our own independent judgment, action and experience for the *"normalized"* child. Many unknown errors persist because of the widespread failure of inner preparation by teachers and parents.

Unknown Error

"The adult must find within himself the still unknown error that prevents him from seeing the child as he is. If such a preparation is not made... he can go no further."

Dr. Maria Montessori
from ***Secret of Childhood**, p 15*

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Moment of Peril

by Lee Havis

The Distracted Child

Brian shows the lack of attention that is characteristic of the distracted *"unnormalized"* child (**see Observer**, *March, 1996*). The teacher, however, has become impatient and discouraged with her many efforts to interest Brian in something — and is now thinking it may be best to leave him alone to work out his interests on his own.

As always, we look for the cause of Brian's lack of normality in his environment, not in Brian himself. We must therefore analyze the *"other children"*, *"physical objects"* and *"adult personality"*. To *"control the environment, not the child"*, the teacher must persist in her efforts even though she may not see an immediate result to her efforts.

When *"other children"* are detrimental in Brian's environment, the teacher must patiently re-direct them back to their own goal-directed activity. If *"physical objects"* are being taken out and not returned, then the teacher may have to place a firm hand on some new piece of equipment to get Brian's attention to return to his prior object of original interest.

But the *"adult personality"* is much more difficult to control — in view of the teacher's apparently uncertain conviction about the reality of the *"normalized"* child. Brian is at risk of being abandoned by the teacher because of her limited concept of *"individual liberty"* in this situation.

To control her *"personality"* tendencies towards abandonment and undue negative interference with Brian, the teacher should verbalize considerably about any conceivable element of reality in the environment — to distract Brian from his vague mental wanderings into fantasy and idle play. Once Brian does begin to concentrate, the teacher must then not intervene with even the slightest praise or encouragement.

Brian's current lack of concentration has its historical reference in prior interference and abandonment of Brian's work — so the teacher must work with considerable patience and persistence to detach her presence and attention from Brian at the critical moment of concentration. Thereafter, Brian will acquire more of the characteristic qualities of normal being, including persistence to task and a more focused attitude towards his own work and interests in the environment.

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Inner Preparation

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While we are usually capable of correcting errors that we can see ourselves, we tend to deny, justify and defend those that are unknown. If others observe and notice our unknown errors, we may well doubt the truth or validity of their observation because of our own doubts and prejudices about Montessori principles. In the end, we can only judge the truth for ourselves — to sort out the valid comments from the others that persist in the great chaos of ideas that exist on the subject of *"Montessori"* in society.

Chaos of Ideas

> *"He who is bewildered by a chaos of ideas cannot accept a truth which arrives unexpectedly in the unprepared field."*
>
> **Dr. Maria Montessori**
> *from* ***Spont. Act. in Ed.****, p.233*

Since *"Montessori"* in society is so pervasively identified with such superficial vanities as certification, materials and recognition from others, we are easily led astray into a chaos of distracting ideas. Adopting such a limited external view of *"Montessori"* destroys its value as a creative force for the emergence of the *"normalized"* child. By contrast, *"Montessori"* as an internal reality is constantly giving us an opportunity to discover the true *"normalized"* child which arises from the prepared order we create by our own thoughtful inner preparation.

Prepared Order

> *"It is not the accumulation of direct knowledge of things that form the man of letters...it is the prepared order established in the mind which is to receive such knowledge."*
>
> **Dr. Maria Montessori**
> *from* ***Spontaneous Act. in Ed.****, p.206*

The prepared inner order for Montessori teaching is our growing commitment to the underlying laws of nature. The idea of the *"normalized"* child then becomes our central focus of attention as we put these laws into practice with children. Even as we act in an external way with children we must therefore constantly engage in a careful preparation of the spirit.

Preparation of the Spirit

> *"The real preparation for education is a study of oneself. The training of the teacher...is something far more than a learning of ideas. It includes the training of character; it is a preparation of the spirit."*
>
> **Dr. Maria Montessori**
> *from* ***Absorbent Mind****, p.130*

Since the *"normalized"* child resides in the domain of the spirit, we must prepare

Cont'. on Page 4, Col. 1

Book Review

Montessori Today

by Paul Polk Lillard

Schocken Books, 1996

Lillard offers here her follow-up to the well-known *"Montessori — a Modern Approach"*. Perhaps the most useful aspect of this publication is its descriptions of the "Great Lessons" and "Key Lessons" which have been associated with curriculum approaches in Montessori elementary education. Also, Lillard provides her own observation and perspective of a specific visit to a working elementary environment.

The author wisely cautions the reader that some of her comments may not *"endure"* because of their lack of basis in universal principles — and this is certainly worth considering concerning here interpretation of *"play"* in Montessori education and the apparent need for a teacher to force a *"separation"* of children to resolve a persistent *"misbehavior"* problem.

Although the portion about standards in Montessori teacher education did not mention the IMAC accrediting agency, Lillard did state in a follow-up letter that she would suitably revise this section in future editions. I would also hope that a further revision includes more information about the concept of *"cosmic education"* and the critical nature of *"inner preparation"* for the teacher.

In sum, Lillard's *"Montessori Today"* provides a good general summary of basic Montessori theory at all age levels — and some particularly useful details and ideas for Montessori elementary teaching. Her words help us visualize what she sees in her everyday experiences in a Montessori elementary classroom.

Maryland Legislation

Cont'd. from Page 1, Col. 2

— stating that the current requirements are "essential to the operation of any school". However, he did acknowledge that over 400 church-related schools (about 80% of the total) have declined to comply with the so-called *"essential"* certification requirements.

Havis stated that HB 920 and 994 initiated a constructive dialogue in Maryland on the fundamental issue of *"educational freedom"* — and that further efforts may be more successful because of a greater public awareness. He indicated that he would persist with other concerned Maryland citizens to fight for similar legislative change in Maryland and elsewhere — to help provide the necessary conditions for the *"new education"*.

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Inner Preparation

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Inner Preparation

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ourselves in this same spiritual way to discover this reality within. Such an inner spiritual preparation then elevates us beyond the physical plane to see the *"normalized"* spirit in others as well. Mysterious internal activities then move us to effectively practice the idea of *"control the environment, not the child"*.

Internal Activities

> ***"The things which are useful to our outer world are those that arouse an interest. Our internal world is created upon a selection from the external world acquired for and in harmony with our internal activities."***
>
> **Dr. Maria Montessori**
> *from* ***Spontaneous Act. in Ed***, *p. 160*

Internal activity in Montessori teaching leads us naturally to reach out to pursue our interest and gain support for our experience of the *"normalized"* child. However, this natural inquiry with others may become considerably deterred by the limiting concept and perspective of *"Montessori"* we find outside ourselves. Therefore, we must constantly return to the counsel of inner preparation — following a path of personal spiritual development that expands our own perception and discernment of the truth within.

Spiritual Development

> ***"All spiritual development is a conquest of consciousness, which assumes to itself something that was formerly outside. It is by going along this road that civilization advances."***
>
> **Dr. Maria Montessori**
> *from* ***Secret of Childhood***, *p. 15*

Spiritual development in Montessori teaching is the process of internalizing the reality of Dr. Montessori's great discovery and vision of the *"normalized"* child. Only when we experience this *"Montessori"* within ourselves can we effectively create a proper *"normalizing"* environment for the children we serve. No external type of *"Montessori"* will ever create the *"new education"* in the world — but we can do so ourselves as individuals by our own inner preparation for this great vision of the *"normalized"* child.

* * *

Evaluation of Basic Skills Test Now Available

A new test of basic skills is now available from the Society — to measure basic concept understanding in such areas as reading, mathematics and writing. This *"Evaluation of Basic Skills"* was developed by **Lee Havis** to meet the need for a simple and quick, yet reliable evaluation instrument to use with students from age 3-18.

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Rooster Loft Montessori

Cont'd. from Page 1, Col. 1

been exploring ways to make this type of teacher preparation for parents more widely available in the family day care community. She is therefore planning to organize such a course which would seek accreditation through the IMAC agency.

Ms. Rouse indicated that her course would provide regular seminars in the evenings and on weekends over a period of about one year. The course would be designed especially for "family day care providers", with periodic evaluation classroom observation visits conducted throughout the program's operation. After graduation, there would be further continuing education required to keep the course credential current.

For further information, contact: Sally Rouse, Rooster Loft Montessori, W 243 57125 Cameron Dr., Waukesha, WI 53186, tel. (414) 662-2266.

* * *

Moment of Peril

Cont'd. from Page 3, Col. 1

The Anti-Social Child

8 year old Nathan seems to resist every opportunity or occasion for a group activity. When it is time to gather together to schedule work for the day in the morning, Nathan refuses to participate. At the end of the day, Nathan is unprepared and disinterested in discussing with others their work and activity during the day. The more the teacher tries to draw Nathan into the group activity, the more he seems to rebel with sullen indifference or open hostility. ***What to do?***

Answer in **Observer**, *September, 1996*

September, 1996

Vol. XVII, No.3

IMS

The Montessori

OBSERVER

Persistence

Published by the International Montessori Society • 912 Thayer Ave. • Silver Spring, Md. 20910 • (301) 589-1127

9 year old Kelly Beltran and Kevin Pastran writing to e-mail internet "penpal" on computer in the offices of the Society (Silver Spring, MD)

Society gets on-line with the Internet

The Society now has an e-mail address on the INTERNET — **"havis@erols.com"**. Interested persons may e-mail the Society at this address from all over the world, for no more than the cost of a local telephone call.

Lee Havis, IMS executive director, also announced plans for a Society home page on the World-wide Web — to bring news and information of its services and support for Montessori education to the growing number of computer users all over the world. He indicated that this page would link up with other related organizations on the web, like *Trust Tutoring*, recently located on the web at **"http://www.wdn.com/trust"**.

Havis is using his experience in designing and publishing the *Trust Tutoring* home page to create a similar home page for the Society. He stated that "our *Trust Tutoring* web page features the '*Evaluation of Basic Skills*', a standardized test of reading, math and English for ages 3-18. I hope that this web page will considerably increase the use of the test in the Montessori school community and elsewhere. The *Trust Tutoring* site also includes some basic information about Montessori principles and the work of the International Montessori Society."

The INTERNET now also includes a "newslist" entitled **"Montessori Education Discussion List<Montessori-L@Listserv.AOL.com>"**. This list was recently started by **Sonja Buhlman** to provide a forum for open discussion of Montessori education. Subscription is free and open to all. For further details, e-mail your request directly to Sonja at **"buhlman@earthlink.net"**.

A Look of Surprise

By Sunila Madiman

I am trying to put into *practice 'control the environment'* especially the idea to gently divert the children around the *'hub'* child and then direct this child to an activity or affectionate interest/talk. When I used this with a 4 year old he looked at me with a look of surprise and then opted to work on a science assignment — **surprise for me!**

Sunila is a student in the IMS Montessori teacher education course, and is reflecting here on her own personal experiences of Montessori teaching with children. She relates the surprise of discovering the "normalized" child in a particular "moment of peril"

Good Nutrition aids Normal Development

As a physician, Dr. Montessori was keenly aware of the role of nutrition in the normal growth of children. As an educator she also learned that "...a stimulating psychic experience can increase the rate of metabolism and thus contribute to one's physical well-being." (from ***Secret of Childhood,*** p.135).

This relationship of nutrition and mental development is now becoming a matter of greater interest as Montessori teachers so often see their efforts for normalization in children being opposed by poor nutrition within a culture of drugs, toxic chemicals and stressful life styles for parents, teachers and children alike. In 1976, one Montessori teacher and scientist, **Daryl Kollman** noticed a declining ability of his children to concentrate and

Cont'd on Page 4, Col. 2

Virginia considers revision of "Montessori" regulations

In Spring, 1996, the Society noted its objection to certain prejudicial *"Montessori"* regulations which had recently been established in the state of Virginia. These regulations set up certain private *"Montessori"* organizations in a favorable capacity to avoid various requirements for teacher education qualifications, group size and staff-child ratios. The name of the Society and its affiliated IMAC accrediting agency were excluded from the list of approved organizations.

The issue of improper regulation in Virginia apparently arose within a context of a politicized agenda in child day care in the state. **Dr. Charles O'Malley** in his newsletter *Private Education Issues* reprinted a notice from the Virginia Council on Child Day Care in June, 1996, that their independent reviewer had found a "radicalized political curriculum" in child day care in the state, where certain private and public interests were closely linked in the funding and referral of services to businesses and parents.

Cont'd on Page 4, Col. 3

Persistence

by Lee Havis

> *"The little child who persists in his exercises, concentrated and absorbed, is obviously elaborating that unique fundamental manifestation: persistence in work."*
>
> **Dr. Maria Montessori**
> *from **Spontaneous Act. in Ed.**, p. 179-80*

Dr. Montessori observed that children normally act with great persistence to complete their various cycles of goal-directed activity. Such persistence is a foremost aspect of the child's true *"normalized"* nature — a way of being in complete harmony with the fundamental laws of nature. Montessori teaching follows these natural laws to allow the young child to *"normalize"* through the spontaneous functioning of its uniquely absorbent mind.

Absorbent Mind

> *"A child less than six years of age has a mental form different from that which develops after he has reached the age of 6 or 7... things absorbed during that unconscious period... are those that persist in such a stable manner that they are identified with the person."*
>
> **Dr. Maria Montessori**
> *from **Discovery of the Child**, p. 324*

Prior to the age of about six, the child absorbs every detail of its environment — so that *"normalizing"* experiences during this formative period can become a permanent aspect of its entire personality for life. The only environment suitable for this *"normalization"* in children is one which is committed to such fundamental principles as (1) *"Observation"*, (2) *"Individual Liberty"* and (3) *"Preparation of the Environment"*. The child that emerges from an environment committed to these Montessori principles shows a natural tendency towards real perseverance in all areas of its activity and expression.

Perseverance

> *"After concentration will come perseverance... nature's will... builds the power which enables people to carry out the projects they have undertaken... the ability to carry through what he has begun."*
>
> **Dr. Maria Montessori**
> *from **Absorbent Mind**, p. 217-18*

Children naturally persevere in their work when they are given true *"individual liberty"* in a *"prepared environment"*. Once the child comes to deeply concentrate on some object of particular interest, it begins to show its *"normalized"* qualities of spontaneous self-discipline and independent action. So too the child develops a strong will that becomes integrated into its whole personality formation.

Will

> *"When the child... persists for a long time and with earnest interest in the same exercise... he performs so many acts of the 'will'."*
>
> **Dr. Maria Montessori**
> *from **Spontaneous Act. in Ed.**, p. 170*

In the Montessori environment, children regularly exert their will in choosing from among a wide variety of goal-directed activities and materials. The children freely pursue those tasks of their own choosing, according to a self-directed will that is unencumbered by the distraction and interference of ordinary adult teaching. Such *"individual liberty"* allows children to develop the power of decision as a routine aspect of their regular activity throughout the day.

Decision

> *"If persistence be the true foundation of the will, we nevertheless recognized decision as the act of the will par excellence."*
>
> **Dr. Maria Montessori**
> *from **Spontaneous Act. in Ed.**, p. 180*

Adults possess the quality of decision because of their experiences of freedom of choice as little children. Those that lack such *"normalizing"* experiences during the critical formative years tend to develop an indecisive and self-doubting personality. By contrast, the *"normalized"* child shows a self-confidence and superior intellectual capacity and interest which is outwardly evident in the practice of persistent work.

Persistent Work

> *"When work has become a habit... children then work with order, perseverance, and discipline, persistently and naturally."*
>
> **Dr. Maria Montessori**
> *from **Spontaneous Act. in Ed.**, p. 108*

Children are normally drawn to the habit of persistent work — preferring the challenge of serious mental activity to the casual occupation of idle play. Even in a large group of children, the *"normalized"* child will seek out and find its own individual interests — independent of the ordinary need for persistent praise and encouragement from others. Such character qualities as self-discipline, independence, inner conviction and integrity are found in the persistent man — the one who can successfully overcome so many difficulties where others so often cannot.

The Persistent Man

> *"The man of character is the persistent man, the man who is faithful to his word, his own convictions."*
>
> **Dr. Maria Montessori**
> *from **Spontaneous At. in Ed.**, p. 178*

The persistent man has a natural drive and determination to succeed — to pursue his chosen tasks with a full commitment to their satisfactory resolution and completion. The widespread lack of such persistence in so many is the primary source of ignorance, poverty and misery in the world. No individual effort or achievement can fully succeed within such a pervasive social condition of persistent ignorance.

Cont'd. on Page 3, Col. 2

Look for the
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Observer
featuring
Control

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Advertising space is available for services and products relating to Montessori education. Marketplace ads are $7/line. Position and placement ads are $20 each and will be set and edited by the Society to conform to space requirements. Write for the Society's advertising outline for details about design advertising rates.

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Moment of Peril

by Lee Havis

The Anti-Social Child

8 year-old Nathan *(**Observer**, May, 1996)* has resisted the teacher in her efforts to help him achieve a normal social harmony with the group. Although she knows the theory of elementary children having a natural social harmony with others, Nathan seems to defy this normality by resisting her every invitation and effort for this normal adaptation with others.

The teacher knows the detrimental effects of abandoning Nathan in his anti-social mental wandering — but neither does she wish to "force" him to participate in the occasional necessary group activities. However, she cannot seem to find a suitable balance to this dilemma in her efforts to *"control the environment, not the child"*.

Since the *"adult personality"* is always most difficult to control in the environment, the teacher here should seek out the *"other children"* to control their "detrimental influence" with Nathan. She should help them relate in a more positive and harmonious way with Nathan.

The teacher therefore might raise the issue of Nathan as a "problem" for the whole group to solve through the process of discussion and positive cooperation. The teacher might ask the children "why" Nathan seems to not wish to join in some necessary group meeting — to help them understand the important role that each one serves to the well-being of the whole group. Perhaps some child would speak with Nathan directly at that time — or at other times seek out his company throughout the day. More likely, Nathan himself will hear the conversation about himself, and enter into a more active and normal role to express his own purpose and value to the group.

The Over-eager Achiever

5 year old Marcy believes she can do just about anything — and very often seeks to act out her unrealistic impressions in various harmful and self-destructive ways. She therefore leaves much disorder and incompletion as a result of her efforts to imitate the more thoughtful, serious work of others. Although the teacher has attempted to calm down her over-eager instincts and guide her to more realistic activity, March persists in trying to achieve goals beyond her ability. *What to do?*

*Answer in **Observer, November, 1996***

Persistence

Cont.d. from Page 2, Col. 3

Persistent Ignorance

> *"There is a vacuum in our present scientific knowledge, an unexplored territory, an unknown factor — and this void concerns the process of the formation of the personality. The persistence of such ignorance at the level of civilization to which we have attained, must needs have mysterious causes."*
>
> **Dr. Maria Montessori**
> *from **Formation of Man**, p.9-10*

Age-old prejudices and limiting beliefs weave a persistent pattern of ignorance that affects the whole of society. Our own unknown and unseen errors within are reinforced and magnified outside ourselves through the repressive influence of such institutions as government and traditional education. Ordinary schooling propagates this ignorance by such means as the constant correction of the teacher.

Correction of the Teacher

> *"...there comes the idea that there is a perfection to be striven for but which the child cannot achieve without the aid of the teacher, therefore we have the persistence of the action of correction by the teacher."*
>
> **Dr. Maria Montessori**
> *from **Voice***, p.320-21*

In traditional education, the teacher ordinarily corrects the child as part of an elaborate system of tests, grades, praise, blame, rewards and punishments. A group-oriented curriculum invariably represses and undervalues the interests and needs of the individual child. Traditional teaching then becomes a persistent interruption and obstacle to the child's own normal development.

Interruption

> *"...restlessness persists...if they are interrupted in their cycle."*
>
> **Dr. Maria Montessori**
> *from **Spontaneous Act. In Ed.**, p.99*

Adult interruption can easily break a child's concentration and discourage its will to act with its own self-directed efforts. Even children as young as three can develop a most resistant and hostile attitude towards any type of adult interaction. Montessori teachers must therefore act at times with great energy to break the flow of these unnormalized behavior patterns in children.

Cont'd. on Page 4, Col. 1

***Voice** is the *"Voice of Maria Montessori"* (J. Hardinge, ed.)

Positions and Placements

Position wanted: AMI certified Montessori teacher is looking for a teaching position, in any state in the USA. Please contact Rumini Peramune, 9815-4, Pineapple Tree Dr., Apt. 106, Boynton Beach, Florida 33436. Tel. (561) 733-9397.

Book Review

Maria Montessori
— Teacher of Teachers

Publ. Learner Publications Co.

by Marie Tennent Shephard

Marie Tennent Shephard uses an easy writing style to tell a very personal, human story of Maria Montessori. Whatever liberties she may have taken with the actual facts and details of her life and thoughts, we still have a most realistic impression of this great personality who brought forward her great vision of a revolutionary *"new education"*.

Many interesting, rare photos of Dr. Montessori, her "new" children and the surrounding life of her times help the reader better realize the reality of her practical circumstances. Shephard's Montessori is inspired and inspiring, yet frustrated and frustrating in her efforts to cooperate with others.

We learn that Dr. Montessori was often frustrated in her communication and relationship with others. Montessori is quoted at age 50 as having said in an interview that "I don't know what to do...nobody will ever collaborate. Either they accept what I say...or else waste precious time in criticizing."

Although such central Montessori ideas as *"normalization"* and laws of nature are left out of this biography, we still see how her life has come to evolve the Montessori education we know today. Dr. Montessori's own personal conflict in communication remains with us now as the same mysterious *"personality"* issue we experience in our own lives today.

Shephard tells us of the contribution and support rendered by those in the United States in the early 1900's — only to leave us wondering at how such a hopeful beginning could become so lost and abandoned after Dr. Montessori returned to Europe before World War I. Perhaps many would be surprised to learn that it was the American Montessori community in 1912 that organized the first International Montessori training course in Rome. Maybe the unwritten chapter on Dr. Montessori's teacher education efforts in the United States during the early 1900's will never be written.

Shephard also reminds us that Dr. Montessori was foremost a *"teacher of teachers"* — so that her personal approval and control over teacher certification was a central means to convey her work in the world. Before her death in 1952, she apparently approved teacher education through correspondence and certification issued by others. But then

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Break the Flow

> *"...If... there is some child who persistently annoys the others, the most practical thing to do is to interrupt him... to break the flow of disturbing activity."*
>
> **Dr. Maria Montessori**
> *from* ***Absorbent Mind***, *p. 278-79*

Montessori teaching applies the approach of *"control the environment, not the child"* — to guide the teacher to control her own *"personality"* with various forms of positive, friendly interaction. The teacher must intervene at times with considerable persistence to break the flow of those most deeply-entrenched patterns of negative behavior in children. Only when the child begins to concentrate on some object of interest will its true normal being finally begin to emerge — to open up a whole new path for the future of humanity.

Future of Humanity

> *"Through long experimentation we have arrived at much elimination of error... On our courage and perseverance in its use depends the future of humanity."*
>
> **Dr. Maria Montessori**
> *from* ***To Ed. the Hum. Pot.***, *p. 118*

Montessori teaching serves the future of humanity by creating the special circumstances needed for the child's true normal development in harmony with the laws of creation. Only with the greatest persistence in our *"inner preparation"* to discover these laws of nature can we hope to work through and resolve those most unknown hidden errors which block our vision of the *"normalized"* child. Likewise, we must work with a similar energy and persistence with others — to create Dr. Montessori's *"new education"* as a true reality for all humanity.

Good Nutrition

Cont'd. from Page 1, Col. 3

and learn — and began to look into nutrition as a possible contributing factor. His research led him to discover lake algae as a possible solution to this basic malnutrition he perceived in modern society.

Other medical researchers have found that chemicals such as Ritalin and Dexedrine may have very negative side-effects in their efforts to treat the lack of concentration which comes with attention deficit disorder (ADD). "Pycnogenol" has been named as one natural substance to meet this condition without the negative side effects of conventional drugs. Pycnogenol is an extract from the bark of the French Maritime Pine tree.

Although no formal medical studies have conclusively proven the beneficial results of either lake algae and tree bark to improve learning and concentration in children, proponents have accumulated a considerable anecdotal record. Meanwhile, there is considerable evidence of the negative toxic effects to the human body of the many pesticides, drugs and chemicals that have increased in use so much in modern society. Proponents of Pycnogenol and blue-green algae claim that such natural substances effectively reduce stress, improve concentration and increase energy and physical well-being.

Readers may judge for themselves the value of these natural nutritional products. For more information, contact the following: *Pycnogenol* — George W. Bodkin III, 8550 Fales Lane, Severn, MD 21144, tel. 410-551-7705; *Blue Green Algae* — Pamela Tcharkovski, Leader, Cell Tech, 101 Atkinson St., #3, Bellows Falls, Vermont 05101, tel. (802) 463-4545.

Book Review

Cont'd. from Page 3, Col. 3

she withdrew her approval from one such organization in Great Britain for reasons that are not explained. We can only speculate on what other course certification she may have approved during her life — and what plans if any she had to continue Montessori teacher education when she was no longer able to give her personal approval.

So much of Dr. Montessori's life and work therefore remains a mystery today — and we must therefore each draw our own conclusions from a very incomplete historical record. Nevertheless, Shephard has offered us a most thoughtful picture of Dr. Montessori as a person. Perhaps we can all relate to the struggles of this single human personality in our own lives — to better understand and appreciate how we ourselves can serve such a vast, expansive vision as a *"new education"* in the world.

Hardbound, 112 pages, $22.95
Order from IMS, 20% discount to members

◆

Virginia Regulations

Cont'd. from Page 1, Col. 3

As the Council considers various proposals to revise the "Montessori" regulations, a further public comment period will be announced. The Council has invited all interested persons to stay involved — and a favorable proposal to resolve this matter is presently pending. For further information, contact: Sharon L. Jones, Chair, Child Day-care Council, 730 East Broad St., Richmond, VA 23219. Tel. (804) 692-1787.

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Control

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IMAC Expands its Accreditation of Montessori Teacher Education

— progress update

Since its founding in 1994, the **International Montessori Accreditation Council (IMAC)** has expanded considerably its activity in the accreditation of Montessori teacher education programs. In May, 1996, the IMAC Advisory Board met and approved the Society's teacher education program for continuing accreditation to the year 2000. The *Woodlands Training Center* (Sri Lanka) also maintains its provisional accreditation in good standing, and is completing its self-study report as part of its requirements for continuing IMAC accreditation.

In July, 1996, the *Northwest Learning Centers, Inc.* (Kirkland, WA) submitted its application for IMAC accreditation, and they are now proceeding with their initial procedures before the IMAC Generic Review Committee. Designed for all unaffiliated Montessori teacher education institutions, the Generic Review Committee has published its new *"Orientation Guide"* which contains all pertinent standards and requirements for accreditation. Procedures and policies established with the *Woodlands Training Centre* will be applied with *Northwest Learning Centers, Inc.* and all other institutions which seek such IMAC accreditation through this committee's review.

IMAC also continues to seek federal government *"recognition"* — and to oppose the exclusionary and prejudicial recognition of the MACTE agency in the same field. IMAC believes that its own broad, inclusive standards are those best suited to measure quality and assure progress for all Montessori teacher education — to provide an effective *"umbrella"* agency to bring harmony and cooperation throughout the entire Montessori community.

IMAC welcomes the application and participation of any institution interested in operating its Montessori teacher education according to the high standards of excellence required for its accreditation.

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From left to right, Diann Jones, Elizabeth Rabjohns and Suzanne Sevenler in discussion during the Society's "Creating the New Education" conference in Rochester, NY — September 28-29, 1996

Montessori Educators meet in Rochester, New York

"Creating the New Education" conference — September 28-29, 1996

On September 28-29, 1996, the Society held its latest *"Creating the New Education"* conference in Rochester, New York. Attending this two-day *"inner preparation"* for developing Montessori teaching skills were teachers, parents and school owners from the states of New York, New Jersey and Connecticut. **Nava Balachandran**, owner and director of the *Fairport Montessori School* was the primary local coordinator, and many from her school were in attendance.

The conference offered many specific examples of how to resolve misbehavior by the approach of *"control the environment, not the child"*. As usual the issue of controlling the *"adult personality"* was given considerable attention; particularly in resolving various unknown errors relating to *"negativity"* and *"abandonment"*.

A practical experiment in *"observation"* was conducted during the conference, to help the participants discover their various detrimental habits and tendencies with children. The distinction of *"comfortable"* and *"uncomfortable"* as related to habits was demonstrated and analyzed. In this way, the participants learned how new habits of effective Montessori teaching could be initiated and established as a regular daily practice with children.

Further such *"creating the new education"* conferences will be scheduled according to interest. Please contact the Society to help in the planning of specific dates and locations.

Society on the Worldwide Web

The Society has now established its site on the world-wide web at: `http://www.wdn.com/trust/ims`. Interested persons can locate news and information about the Society at this location. Direct contact with the Society is provided through its e-mail address at: `havis@erols.com`.

The new Society web site includes the following subject matter areas:

History and Organization

Background of the Society since its establishment in 1979, including list of members of the Advisory Board.

Cont'd. on Page 3, Col. 3

Control

by Lee Havis

> *"...the teacher must learn to control herself so that the child's spirit shall be free to expand and show its powers; the essence of her duty is not to interrupt the child in his efforts."*
>
> **Dr. Maria Montessori**
> *from **Absorbent Mind**, p.272*

Montessori teaching aims to *"control the environment, not the child"* — to allow the child's true *"normalized"* nature to fully emerge in the world. To create such a *"normalizing"* environment, the teacher must particularly control her *"personality"* in the child's environment — to restrain those various negative patterns of repression or abandonment which otherwise tend to repress the child's true *"normalized"* being in harmony with the infinite and eternal laws of nature. Without a careful control of our detrimental tendencies, the child becomes dependent on various forms of repressive traditional teaching.

Traditional Teaching

> *"...teachers do not believe that children are active learners. They drive and encourage, or give punishments and rewards, to stimulate work..."*
>
> **Dr. Maria Montessori**
> *from **Absorbent Mind**, p.240*

Traditional teaching controls children according to a pre-determined curriculum which is imposed on all. The child here is viewed essentially as a passive, receptive being to be manipulated and controlled by the external adult authority. With such traditional education, the teacher controls the learning process and all the movement of children.

Control of Movement

> *""...it is assumed...that the child cannot control his movements and is incapable of taking care of himself..."*
>
> **Dr. Maria Montessori**
> *from **Formation of Man**, p.63*

Since traditional teaching views children as incapable of controlling their own movement, the teacher assumes this authority and role as her right and duty. However, such external control disturbs the child's own normal personality development which becomes weak and dependent for life. By contrast, Montessori teaching aims to give space for the child's own self-directed learning — to control its own education under the direction and guidance of the *"teacher within"* the child itself.

Giving Space

> *"The usual conception of direct correction and suppression of defects is wrong ... Correction is possible only by expansion, by giving 'space' by opening up the means for the expansion of the personality."*
>
> **Dr. Maria Montessori**
> *from **Formation of Man**, p.49*

Montessori teaching gives children the space and time to control their own educational activity through direct experience in the environment. The children can then freely explore their own interests and correct their own mistakes with a minimum of interference from the supervising adult. To create such a *"normalizing"* environment, the teacher must follow fundamental laws of nature as a vital and necessary inner control of error.

Control of Error

> *"...we come to a scientific principle which is also a path to perfection. We call it 'control of error'...If this principle is realized...then it does not matter whether teachers and mothers are perfect or not."*
>
> **Dr. Maria Montessori**
> *from **Absorbent Mind**, p.250*

Such fundamental principles as (1) *"Observation"*; (2) *"Individual Liberty"*; and (3) *"Preparation of the Environment"* guide the teacher to control her errors with children — to either intervene or withdraw her *"personality"* on the basis of what is most suitable in each situation. The Montessori teacher must *"observe"* the child beyond its ordinary external appearance as a physical body and superficial personality — to see its *"normalized"* nature which lives in the world of the spirit. Such an expansive *"observation"* helps the teacher balance her various instincts and urges for action — to alter and adjust her behavior to conform with a way of being committed to the three fundamental Montessori principles.

Balance

> *"The want of balance as between impulse and inhibition is not only a familiar and interesting fact in pathology; it is further...met with in the external social sphere."*
>
> **Dr. Maria Montessori**
> *from **Spontaneous Act. In Ed**., p.176*

Montessori teachers must balance their various urges and instincts with children — to reconcile such principles as *"Individual Liberty"* and *"Preparation of the Environment"* as attention is directed from one *"hub"* child to the next. The adult must constantly judge how best to control her *"personality"* — whether to intervene or withdraw to meet the right precise needs of each situation. At times, the adult must patiently restrain her urge to interrupt and interfere at all — to thoughtfully *"observe"* a problem unfold and resolve itself through the child's own free intercourse with others.

Free Intercourse

> *"It is be means of free intercourse, of real practice which obliges each one to adapt his own limits to the limits of others...the powers of will are established by exercise."*
>
> **Dr. Maria Montessori**
> *from **Spontaneous Act. In Ed**., p.174*

Montessori teaching allows children to control their own actions with a considerable freedom of social interaction. Each child is given the *"individual liberty"* to find its own path of self-directed learning in harmony with the demands and needs of others. However, such *"individual liberty"* must not be confused with the *"abandonment"* of children to a world of fantasy.

Cont'd. on Page 3, Col. 2

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Moment of Peril

by Lee Havis

The Over-eager Achiever

The teacher here cannot keep over-eager Marcy from getting into materials and activities that are way beyond her current skill level and abilities (***see Observer, October, 1996***). The teacher has already tried very hard to get Marcy involved elsewhere in the environment with more suitable pursuits.

If Marcy is the *"hub"* child in this *"moment of peril"*, we must consider the teacher's *"personality"* as a primary detrimental influence here in her environment. The teacher must therefore carefully examine her language and way of being with Marcy. Does the teacher use *"negative"* language to discourage Marcy from her various inappropriate activities? If so, she must inhibit these negative patterns, and use only positive, friendly language in her further communication.

Rather than brusquely urging Marcy to try something else in the environment, the teacher might offer a brief lesson in the use and handling of the current materials of interest. At Marcy's level, the teacher could satisfy the child's immediate interests, and then move on to help her find more suitable choices elsewhere.

Perhaps the teacher has failed to persist in her efforts to offer Marcy a choice of alternative activity; i.e., *"abandoned"* Marcy to circumstances with materials because of her impatience to give a lesson with some other children in the group. If so, she must practice a more attentive *"observation"* of Marcy — to intervene at the first moment of some possible misuse of materials.

To control the *"physical objects"*, it may be necessary for the teacher to place a hand on the misused materials — to get Marcy's attention on how the materials are used, or what other alternative work may be more suitable under the circumstances.

Through this more positive and observant interaction with Marcy, the teacher will be able to gently guide her to back to reality — to focus Marcy's attention on those particular materials and activities that best meet her real needs and interests for normal development.

Conflict and Dispute

Although 5 year old Andrea and four year old Terry seem to choose to do many activities together, they are almost always in constant conflict and dispute.

Cont'd. on Page 4, col. 3

Control

Cont'd. from Page 2, Col. 3

World of Fantasy

> *"In the world of fantasy...there is no control of error, nothing to coordinate thought."*
>
> **Dr. Maria Montessori**
> *from* ***Absorbent Mind****, p.266*

In a world of fantasy, the child does not really control its faculties at all — but is rather enslaved by the needs of the unfolding drama. Montessori teaching must therefore intervene at such times with considerable energy — to engage the child in some point of contact with reality. Sometimes, the adult must provide a very strong support indeed — to guide the child back to the solid ground of reality in the present moment.

Strong Support

> *"The child who having lost control of himself momentarily, needs a strong support to which he can cling. The work of assistance at such a time means extending a strong and friendly hand towards one who is weak."*
>
> **Dr. Maria Montessori**
> *from* ***Discovery of the Child****, p.153-54*

Montessori teaching must strongly support children who are misguided in their fantasy escape from reality — to interrupt such abnormal diversion with some opportunity for real work in the present moment. A brief friendly word of interest or attention to some physical object may be all that is needed. Even the most simple exercise of practical life can lead the child towards reality — to gradually develop a pattern of its own control of action that becomes an integral aspect of its whole way of being.

Control of Action

> *"The more the child is conscious of its actions, the more it is able to control them, the more calm he becomes. It is also therefore an education of the will."*
>
> **Dr. Maria Montessori**
> *from* ***Voice of Dr. Montessori****, p.41*

The child who becomes *"normalized"* through work develops a habit of self-control that allows for true independence in all areas of learning. Such *"normalization"* returns the child to its true state of natural calmness and harmony with others. Montessori teaching therefore seeks out every opportunity with young children to fix their attention on some point of contact with reality.

Attention

> *"...in the child's formation, the fixing of his attention is basic to all that comes afterwards...once his attention has been focused, he becomes his own master and can exert control over his world."*
>
> **Dr. Maria Montessori**
> *from* ***Absorbent Mind****, p.217*

The child's attention is usually the first step to return the child to its state of true *"normalized"* being. Montessori teachers must therefore constantly control their actions to direct the young child to suitable opportunities for some profound concentration on work. In later childhood, this individual *"normalized"* nature tends to works with others to help govern the community for the interests and needs of all.

Cont'd. on Page 4, Col. 1

Society on Worldwide Web

Cont'd. from Page 1, Col. 3

What is Montessori?

Describes Dr. Montessori's discovery of the *"normalized'* child, and the three fundamental Montessori principles

Teacher Education

Featuring the Society's 22-lesson correspondence course of *"inner preparation"* for Montessori teaching

Conferences and Consultation

Featuring the Society's two-day conference entitled *"Creating the New Education"*

Montessori Publications

Features the Society's newsletter *"Montessori Observer"*, and the 8-page newspaper of Society services and products *"Montessori News"*

Membership

Describes the benefits and services provided for each of the three categories of membership; i.e., individuals, associate schools and Montessori schools

Montessori Schools

Lists all Montessori schools recognized by the Society

Cont'd. on Page 4, Col. 2

Child working on linear counting math materials at Sandcastles Montessori School (Ajax, Ont., Canada)

Control

Vol. XVII, No. 4
November, 1996

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CONTROL

Cont'd. from Page 3, Col. 3

Govern the Community

> *"Soon after the age of 6 (the child) wants to know the customs and laws which men have adopted to guide their behavior. They seek to have someone in control who can govern the community."*
>
> **Dr. Maria Montessori**
> *from* ***Absorbent Mind****, p.234-35*

The elementary child normally expresses itself with others to assure a proper government of the entire community. This normal group control is built on rules and customs that have their basis in the infinite and eternal laws of nature — so the child's obedience is consistent with its own inner conviction for the truth. Such a *"normalized"* control of obedience is far removed from the ordinary social obedience built on the prejudice and illusion of popular opinion.

Control of Obedience

> *"There is no lack of obedience in the world: quite the contrary...What unhappily is absent is the control of obedience."*
>
> **Dr. Maria Montessori**
> *from* ***Absorbent Mind****, p.257*

Children normally control their obedience without any fear or dependency on others. Montessori teaching helps children attain this true social control during the critical period of early childhood — when the *child's "absorbent mind"* is actively building up the child's whole way of being as *"personality"*. By following the three fundamental Montessori principles with children, the adult exerts a corresponding control of the environment that allows the child's true *"normalized"* nature to freely emerge in the world.

***Voice of Dr. Maria Montessori** (Hardinge, J)

Society on the Worldwide Web

Cont'd. from Page 1, Col. 3

Montessori Accreditation (IMAC)
Describes the history, purpose and organization of the International Montessori Accreditation Council (IMAC)

The "Montessori Community"
Describes the evolution of personalities, programs and organizations involved with Dr. Montessori's work from the time of the first Children's House in 1907. Reference to other resources on the world wide web are included

Application and Response Form
How to join the Society, enroll in teacher education and respond to any item to obtain more information

Lee Havis developed this web site to use this new computer technology to expand the Society's communication more widely throughout the world. He stated "this new technology expands considerably the Society's capability for communication and association with others. I am particularly eager to provide links with other Montessori groups and individuals to stimulate greater investigation on the underlying philosophical issues around the question "What is 'Montessori'?"

The society's new web site will specifically link to TRUST TUTORING *(International Montessori Trust)* and other closely related Montessori sites on the web — to help expand productive communication and association with others as much as possible.

Look up the Society's web site as indicated above, or contact the Society at its e-mail address — **havis@erols.com**.

Child working on Touch Tablets sensorial material at the Sandcastles Montessori School (Ajax, Ont. Canada)

IMAC — *progress update*

Cont'd. from Page 1, Col. 1

Interested persons may find out more details about IMAC and its accreditation by reference to the IMS web site at **http://www/wdn.com/trust/ims**.

An *"Accreditation Handbook"* and application for IMAC accreditation are also available to any interested person upon request. Contact: IMAC, c/o Lee Havis, 912 Thayer Ave. #207, Silver Spring, MD 20910

Moment of Peril

Cont'd. from Page 3, Col. 1

Andrea is often "bossy," and Terry complains to the teacher for help to stand up to Andrea. The teacher wishes to let the children settle these conflicts and disputes on their own, but she also wishes to help Terry stand up for herself more in relation to Andrea. *What to do?*
Answer in Observer, March, 1997

March, 1997 **Vol. XVIII, No. 1**

The Montessori
OBSERVER

Politics

Published by the International Montessori Society • 912 Thayer Ave. • Silver Spring, Md. 20910 • (301) 589-1127

From left to right, Jack Jones, Mike O'Mara, Lorenzo Gaztanaga and Susan Gaztanaga at the organizing meeting for the Maryland Public Assembly in Silver Spring, Maryland — March 1, 1997

New Citizen Political Action in Maryland

On March 1, 1997, a group of citizen activists met in Silver Spring, Maryland to form a new political organization known as *Maryland Public Assembly*. Organizers indicate that the Assembly will provide a means for greater citizen participation in the political process in Maryland — to create a platform of issues and endorse andidates who will best reflect the broad ublic interest for more responsive govrnment in the state.

At the meeting, an interim state central committee was formed, consisting of **Susan** and **Lorenzo Gaztanaga** (Baltimore), **Jack Jones** (Prince George's Co.) and **Lee Havis** (Montgomery Co.). The Assembly is open to all Maryland citizens of voting age, and is designed to encourage consensus decision-making through the fair and open participation of all interested citizens throughout the state.

Havis, who was elected interim Assembly chairperson, stated that a permanent state central committee will ultimately be determined by representative voting in each of the local jurisdictions of the state. He indicated that this type of grassroots political organization is vitally necessary because of the many problems with the current electoral system. He stated that "I believe our membership will grow as more people become aware of this opportunity to help create a positive change to the present political situation. Our written rationale for the Assembly clearly explains the important need for our efforts."

The Assembly's rationale sets forth the essential problems with the current political system; i.e., favoring status quo incumbent candidates, undue influence of special interests, lack of accurate voter information about candidates, and economic obstacles for new alternative public interest candidates. The statement also points out how the new Assembly will help solve these problems by offering public interest candidate endorsements and a wider voter awareness of issues through the grassroots involvement of ordinary citizens.

Havis indicated that current Assembly efforts are being directed to building up the initial membership, organizing the local committees and planning for a consensus platform of issues. He emphasized the distinctive and innovative nature of this grassroots political organization that could have a significant impact far beyond the state of Maryland.

For further information, to receive a copy of the Assembly's Articles, rationale, application for membership or other information, contact: Lee Havis, Chairperson, Maryland Public Assembly, 912 Thayer Ave. #205, Silver Spring, MD 20910, Tel. (301) 589-0733.

IMAC Testifies before the U.S. Department of Education

In November, 1996, **Lee Havis** testified for the IMAC accrediting agency in a hearing conducted by the U.S. Department of Education. The testimony was presented before the Department's National Advisory Committee in Washington, DC —in support of IMAC's standards and authority for accreditation of Montessori teacher education programs in the United States.

The hearing was to consider the continuing recognition of another agency, known as MACTE, which conflicts with IMAC standards and accreditation activities for Montessori teacher education. The Society is gravely concerned that any such non-IMAC government recognition would detract from the public acceptance of IMAC standards and authority in the field.

Havis testified that government recognition of the other agency was not necessary and that its non-inclusive nature and lack of proper standards was an obstacle to complete public awareness of Montessori education. At the hearing,

Cont'd. on Page 4, Col. 3

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The Society's two-day weekend conference, "*Creating the New Education*" provides a psychological "inner preparation" for Montessori teaching — in-depth study and experience in applying Montessori principles with children

Columbia, South Carolina
Fall, 1997

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Politics

by Lee Havis

> *"...the child...Never is he taken into account in politics..."*
>
> **Dr. Maria Montessori**
> *from Formation of Man, p.43*

Although politics is very much involved with education today, its focus of attention is not generally placed on the central reality of the child's true *"normalized"* nature; i.e., loving order, constant in intellectual activity and self-disciplined. Modern politics tends to approach the child essentially as an object to be molded according to the superficial needs of society. So, parents and teachers seeking to implement true Montessori education with children must not rely on support from the existing structure of politics and government — but rather on their own creative work to overcome the detrimental political entanglement of education and the state.

Education and the State

> *"Education...no longer matters...only to children and their parents, but also to the state...mothers, fathers, politicians; all must combine in their respect and help for this delicate work of formation."*
>
> **Dr. Maria Montessori**
> *from **Absorbent Mind**, p.15*

The state is ordinarily involved in education most significantly through the operation of its own system of government schools — a virtual monopoly in education where the only non-government alternatives are often severely limited by restrictive licensing and certification laws. Compulsory school laws and economic limitations further force many parents to send their children to the free government schools which have now become well established in almost every nation of the world. In these state-run schools, the children are allowed very little freedom in view of the political methods that control their operation.

Political Methods

> *"Political methods...today offer freedom of speech and vote without education; the right to express thoughts where there are no thoughts to express, and no power of thinking."*
>
> **Dr. Maria Montessori**
> *from **To Ed. the Hum. Potential**, p.42*

Modern political methods tend to limit personal freedom in many ways — and this limitation is accordingly imposed on children in the system of state-run schools. Government educational standards therefore reflect a state-controlled curriculum and group instruction that can severely divert the child from its own individual path of development. Even the lofty goals of Democracy cannot assure a commitment to individual liberty in the government school system.

Democracy

> *"...humanity...seeks, as their greatest good, what they call Democracy...What irony! to choose one's rulers! But those who rule cannot free anybody from the chains which bind all..."*
>
> **Dr. Maria Montessori**
> *from **Formation of Man**, p.16-17*

While Democracy may speak for the voting majority, there is no guarantee that this majority will respect or dignify the ultimate authority of underlying laws of nature. Public officials must follow and enforce whatever may be popular in education — regardless of its repressive effect on the child's normal development. A form of far-reaching, if subtle, tyranny is therefore imposed on all children who are caught up in the system of government schooling.

Tyranny

> *"How can we speak of Democracy or Freedom when from the very beginning of life we mold the child to undergo tyranny, to obey a dictator? How can we expect democracy when we have reared slaves? Real freedom begins at the beginning of life, not at the adult stage."*
>
> **Dr. Maria Montessori**
> *from **Ed. for a New World**, p.61*

The tyranny of ordinary politics is conveyed to children through a traditional government education of adult-controlled curriculum, group instruction and a teacher-imposed grading system. Such tyranny tends to restrict the child to the role of docile slave and victim to the forces of external authority. By contrast, the *"new education"* follows a path of freeing the human spirit for its own self-expression — to deal with such fundamental questions as peace in an entirely different manner from ordinary politics.

Question of Peace

> *"The question of peace cannot be discussed from a merely negative point of view, as politics ordinarily regards it in the narrow sense of avoiding war..."*
>
> **Dr. Maria Montessori**
> *from **Ed. and Peace**, p.xi*

While true education affirms a positive approach to creating peace, ordinary politics is purely negative in its efforts to prevent external conflict. In a Montessori classroom, the question of peace is resolved by the children themselves — the teacher being present only to control the environment by her commitment to such infinite and eternal laws of nature as (1) *"Observation"*; (2) *"Individual Liberty"*; and (3) *"Preparation of the Environment"*. These three Montessori principles guide the teacher to study the underlying psychological problem in each situation of disorder — to discover and allow the child to reveal its own true nature in a way that is completely foreign to the approach of ordinary politics.

Cont'd. on Page 3, Col. 2

Look for the

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featuring

CHANGE

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Lee Havis, Executive Director

The **Montessori Observer** is mailed four times each year, in March, May, September and November, to Society members throughout the world. The purpose is to provide news and information about the Society's work in Montessori education, and to extend awareness of Montessori principles throughout the world.

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Moment of Peril

by Lee Havis

Conflict and Dispute

When children are in constant dispute and conflict (**see *Observer***, *November, 1996*), the Montessori teacher cannot always allow them to resolve the problem entirely on their own. Although many disputes are indeed usually best left for the children to settle themselves, the teacher should intervene when the problem is too great for the children to work out on their own.

In such situations, the teacher should not simply separate the disputing children, since this would interrupt an important aspect of social learning. Such forced separation would violate Montessori principles through a control of the child. Since Andrea and Terry are so obviously drawn towards each other, they need to resolve their relationship first before they can find their own independent, self-directed interests in the environment.

Since Andrea is the "bossy" element in the conflict, she will be taken as the hub child, and Terry (the dependent one) as the "other child" in the environment to control. The teacher here might intervene by asking Terry what she wants in the situation, and give some practical life lessons in grace and courtesy to achieve her desire. Perhaps Terry could find a more polite and persistent way to seek Andrea's cooperation.

As Terry is directed to give more attention to her own expression and behavior with Andrea, she will gain a greater self-confidence in her own social skills with others. In time, Terry will probably lose interest in relating with Andrea at all as she find her own independent activities and interests elsewhere in the environment.

Leaving Mom

Three year old Nell has been in the classroom for two weeks, and clings to her mom when it is time for her to go in the morning. A period of 15-30 minutes each day are involved in "good-byes" and other efforts to disengage Nell from the mother's attention — before she can finally leave her mother, to get involved in the classroom activity. Since the problem of leaving mom does not seem to resolving itself so far, the teacher wonders what else she should be doing to help Nell make a smooth transition to the classroom work — to finally resolve the extended drama and disruption that has been the customary routine each day thus far.

Politics

Cont'd. from Page 2, Col. 3

The Psychological Problem

> *"The problem for us does not lie in the political action to save one nation or another; our efforts must be devoted, rather, to solving a psychological problem involving all mankind..."*
>
> **Dr. Maria Montessori**
> *from **Ed. and Peace**, p.60*

Montessori teaching views education as an internal psychological study of the human personality; i.e., not the conventional idea of mere transmission of an adult-controlled curriculum. By contrast, popular politics limits the government educational system to such superficial effects as grades and tests. Whereas ordinary politics starts with a preconceived notion of the child as an external object to manipulate and control, Montessori education starts with the child as a neutral being of vast, unknown potential.

Neutral Being

> *"If we wish...to discuss a pure being, a being who has neither philosophical ideas nor a political ideology and is equally removed from both, we will find this neutral being in the child."*
>
> **Dr. Maria Montessori**
> *from **Ed. and Peace**, p.118*

The *"new education"* considers the child as a neutral being — an unknown entity with its own infinite and inherent possibilities for self-development. While conventional politics seeks to influence and mold this neutral being to fit the needs of adult society, the *"new education"* seeks to allow the child to reveal its own true nature in the world. Such a *"new education"* requires a corresponding new political order to support its full expression in society.

New Political Order

> *"We are entering now upon a new political order that must provide for...the child."*
>
> **Dr. Maria Montessori**
> *from **Secret of Childhood**, p.4*

Montessori education expresses itself beyond the classroom through many forms of social and political interaction with others. Home schooling and the larger movement for educational choice are growing trends in society which are bringing about a new political order in greater harmony with the normal development of children. As parents, educators and ordinary citizens find themselves in greater general agreement on fundamental educational issues, major differences of personality, philosophy and belief can be successfully overcome.

General Agreement

> *"The Greeks had a new political ideal — that of freedom. They thought it monstrous that one man should command and all had to obey. Laws were made by general agreement, and then must be respected."*
>
> **Dr. Maria Montessori**
> *from **To Ed. the Hum. Pot.**, p.71*

The *"new education"* brings people together from many diverse backgrounds and points of view — to work together through their broad general agreement on such fundamental principles as individual liberty. A consensus decision-making can then be employed for specific action that would not be possible within the more exclusionary forms of traditional politics. A strong group can be formed through mutual trust in a similar manner to that of normalized children working together in the Montessori elementary environment.

Strong Group

> *"The child of six likes to mix with others in a group wherein each has a different status. A leader is chosen, and is obeyed, and a strong group is formed."*
>
> **Dr. Maria Montessori**
> *from **To Ed. the Hum. Pot.**, p.4*

The Montessori elementary classroom shows how children can create a strong group to regulate their affairs in a peaceful manner for the benefit of all —

Cont'd. on Page 4, Col. 3

Indiana Graduate of IMS Training Course

On February 15, 1997, the Society issued its latest Montessori teaching credential to Indiana course graduate, **Sunila Madiman**. A native of Pune, India, Ms. Madiman completed the Society's course of study through correspondence while working as a science teacher at the Children's House school in Indianapolis, Indiana (U.S.A.).

Ms. Madiman came to the United States recently to help provide a better education for her children, who are now attending Purdue University in Indiana. Previously, she had been a science teacher in India for the past 17 years.

In the United States, Ms. Madiman acquired a position as a science teacher at the Children's House, and soon became interested in Montessori teaching. In September, 1995 she enrolled into the Montessori teacher education program which she recently completed in February, 1997.

Ms. Madiman says that her experience in the course has deepened her experience of the child as being its own creator

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Politics

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Politics

Cont'd. from Page 3, Col. 3

working together in harmony under the authority of fundamental laws of nature. This normalized political order provides a useful model for the organization of political activity in adult society as well. However, such a new *"normalized"* politics requires a recognition and respect for common human values.

Human Values

> *"...a universal movement for human reconstruction..is not limited to any one nation nor to any particular political trend...the simple realization of human values...that is what is of primary interest over and above all political or national differences."*
>
> **Dr. Maria Montessori**
> *from* ***Formation of Man****, p.13*

Effective political action for the *"new education"* can only be built up by a mutual trust founded on such common human values as honesty, truth, integrity and love. In this way, even a small number of persons can effect great changes through their mutual agreement and joint action for the *"normalized"* child. Such political activity with others must be part of every teacher's work beyond the classroom — to assure that the value of her being with children will not be ultimately lost to the prevailing prejudices and limiting beliefs of the surrounding culture.

The Teacher's Work

> *"Not in the service of any political or social creed should the teacher work, but in the service of the complete human being..."*
>
> **Dr. Maria Montessori**
> *from* ***To Ed. the Hum. Pot****., p.2*

Montessori teachers cannot rely on the dominant political institutions to support their efforts in society — and so they must find new ways to speak out for the *"normalized"* child with others. Without a commitment to this broader political action, the teacher's work in the classroom would remain limited and restricted by the overriding repression of prejudicial politics. Creating the *"new education"* therefore requires not only a personal commitment to Montessori teaching in the classroom, but also a broader interest and commitment to the new *"normalized"* child in society — even to act with others in the realm of politics.

Positions & Placements

Montessori Teacher: (3-6) for child-centered environment. Must be committed to excellence. School is growth-oriented, non-profit. Job offers competitive 10-month salary, optional summer employment, signing bonus to $10,000, paid sick and personal days, liberal legal holidays, continuing education, opportunity for administration. Send resume or call: Montessori Center for Early Learning, 143 Beardsley Parkway, Trumbull, CT 06611-5251, Tel. (203) 372-2358.

Montessori Teachers: toddler, primary and elementary directresses. School is committed to excellence with dedicated, supportive staff and excellent benefits. Located 10 minutes from beach in Orange County. Send resume to: Sharon Kamp, 10221 Slater Ave. #103, Fountain Valley, CA 92708, Tel. (714) 531-8623.

Montessori Teachers: Montessori Charter School of Douglas County, Colorado is hiring for primary, elementary and head of school. New Montessori Public School opening in Fall, 1997. Located just south of Denver. Send resume to: Donna Mitchell, 8741 S. Cedarwood Lane, Highlands Ranch, CO 80126.

Indiana Graduate

Cont'd. from Page 3, Col. 3

— and that the only role for the adult can be indirect assistance in the environment. Her future plans include a return to India to teach and continue other related study.

Since its initial operation in 1982, the Society's Montessori course has graduated over 60 students throughout the world. Many graduates are now successfully operating their own schools and others are active in many ways in the field of Montessori education.

Contact the Society to receive an application or further information about its independent study course for Montessori teacher preparation.

IMAC Testifies

Cont'd. from Page 1, Col. 3

Sandi West represented the MACTE agency, to continue its recognition.

Ms. West indicated that the prior MACTE director, **Joy Turner**, had recently resigned. It was later learned that Turner's resignation was due to a conflict over the participation of non-accredited programs in MACTE. In a letter of October 31, 1996, Ms. Turner stated her belief that the MACTE Board "acted irresponsibly in passing a by-law which changes the MACTE purpose...MACTE is no longer the inclusive accrediting agency which we struggled for 20 years to create".

On January 27, 1997, IMAC submitted further written comments concerning this matter which will again come before the National Advisory Committee in 1997.

Contact the Society to obtain further details or express your views on this matter. A copy of the IMAC testimony and position is available to any interested person.

May, 1997

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IMS

The Montessori

OBSERVER

Change

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Internet Update

Computer users can find the International Montessori Society on the internet at: http://www.wdn.com/trust/ims. This web site is updated on a regular basis to reflect the various current changes, such as the list of recognized Montessori schools and new Society activities, such as *the "Creating the New Education"* conference on September 20-21, 1997 in Columbia, South Carolina.

A new special web page is also being prepared for the *Montessori Observer* — to maintain a stronger presence on the

Cont'd. on Page 3, Col. 3

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Creating the New Education

Inner Preparation for Montessori teaching

The Society's two-day weekend conference, *"Creating the New Education"* provides a psychological "inner preparation" for Montessori teaching — in-depth study and experience in applying Montessori principles with children.

Columbia, South Carolina

September 20-21, 1997

Register by July 20, 1997

Member rate — $130 per person

Registration — $200 per person ($160, member), 4 weeks before conference. Other discounts apply for early registration and multiple registrations from the same school.

Location — The conference is located in a hotel with sleeping rooms available. Registration fee includes lunch on both days, refreshments in the conference room and all study materials.

Call or write for details :

International Montessori Society
912 Thayer Ave. #207
Silver Spring, Maryland
Tel. 1-800-301-3131
email: havis@erols.com

Children engaged in sensorial "sorting" exercise at the College of Early Learning in Columbia, South Carolina. This Montessori school is providing important local support for the Society's conference on September 20-21, 1997

Standardized Test Option for Montessori Educators

In 1996, the *"Evaluation of Basic Skills"* test was introduced by **Trust Tutoring** to assist schools, teachers and parents in their standardized testing of students — to measure such basic academic skills as reading, writing and math. The test is designed for children aged 3-18 and is offered to all schools, teachers and parents throughout the world. It is offered as a Montessori alternative to the more costly traditional standardized tests that have been the only ones available in the past.

Since 1995, the EBS test has been employed for the evaluation of students of all ages in the **Trust Tutoring** program directed by **Lee Havis**. He indicates that "the EBS test is quick and easy to administer and it provides a reliable and effective measure of basic skills. We use this test for all our preliminary evaluation of students — to help us structure an effective individualized plan of instruction for all subjects and ages. The test has also proven itself many times in practice as very useful for the diagnosis of a wide range of educational and psychological difficulties in the learning process".

Havis, who developed the test, noted particularly that persons may be certified to administer the test to help build up its recognition and use in the general public throughout the United States and elsewhere. "Our present operation in the mid-Atlantic states could be expanded to other area as we find those persons committed to our Montessori approach to in-home tutoring. As our test becomes more widely known and used, we should see

Cont'd. on Page 4, Col. 2

Public Assembly Follows Montessori Principles

Since March, 1997, the Maryland Public Assembly has been following Montessori principles in developing its plans for grassroots citizen political action in Maryland. **Lee Havis**, interim Assembly chairperson, indicated that the Assembly is open to all Maryland voters and is committed to such fundamental principles as *"individual liberty"* in all its organizing activities. He stated "We are creating here a basis for non-partisan participation in the electoral process — to develop a platform of issues and endorse candidates for the public interest."

The interim state central committee has been most active so far in the field of public relations — to inform voters of this opportunity to participate more actively in the public process of political decision-making that affects all people in the state.

Cont'd. on Page 4, Col. 1

Change

by Lee Havis

> *"The most characteristic phenomenon of modern life is the sudden change in our social conditions... this change is perhaps not so apparent at deeper levels and more essential levels than those outward changes in our civilization."*
>
> **Dr. Maria Montessori**
> *from **Ed. and Peace**, p 24*

While we are usually well aware of the rapid changes that take place around us in our outward circumstances, we are not often as conscious of the inner changes which are at cause in the matter. Montessori teaching, however, must focus on these essential inner changes which are so necessary as they particularly relate to the outward emergence of the child's true *"normalized"* nature in the world. Unfortunately, the ordinary adult is not generally disposed to this type of deep inner examination — so Montessori teaching can be quite difficult to master in practice.

The Adult

> *"...the adult is beyond reform. He is a tough subject, too set in his mold for the revelations of new human possibilities."*
>
> **Dr. Maria Montessori**
> *from **To Ed. the Hum. Potential**, p 120*

Montessori teaching requires the adult to fundamentally change from the ordinary being of *"personality"* — to that of being committed to such fundamental principles as (1) *"Observation"*, (2) *"Individual Liberty"* and (3) *"Preparation of the Environment"*. These three Montessori principles provide an effective basis for making the necessary inner changes which are at the heart of our ability to create a successful *"normalizing"* environment for children. From such a committed environment, the new *"normalized"* child may then freely emerge with its self-directed, independent nature in harmony with others — to gradually realize a far greater social change towards the *"normalization"* of all mankind.

Social Change

> *"Normalization of adult society... must be done through education. A social change of this type cannot come about from the ideas and energies of individual reformers, but from a slow and steady emergence of a new world in the midst of the old, the gradual appearance of the world of the child and adolescent."*
>
> **Dr. Maria Montessori**
> *from **Secret of Childhood**, p 207*

While we may see some very significant positive changes in the children we work with directly on a daily basis, the larger outward change to a new *"normalized"* society is a much slower and more uncertain process — a social change which is opposed by many well-established patterns of repression and limitation in the world. These detrimental influences surround us all, and present a constant obstacle to our effective application of Montessori principles with children. We must therefore work with considerable patience and determination to control our personality — to normalize the conditions of children we supervise during the most critical early years of their formative development.

Early Years

> *"...the pattern of an adult is fixed in his early years."*
>
> **Dr. Maria Montessori**
> *from **Secret of Childhood**, p 11*

The primary focus of Montessori teaching is directed to the early years of life when the most profound formative changes are taking place in the human personality. From birth to about age six, the child undergoes an immense change from the unknown potential of a newborn infant to its final fixed and predictable self-identity; i.e., its *"personality"* which remains essentially unchanged for life. Without the support of a Montessori *"normalizing"* environment during these early years, the young child must struggle desperately for its normal development — to overcome a wide range of detrimental adult influences in the environment.

Desperate Struggle

> *"...man's desperate struggle to adapt to his environment without being prepared to do so brings about changes in his personality that might be described as pathological."*
>
> **Dr. Maria Montessori**
> *from **Ed. and Peace**, p 44*

The young child can only form itself from what is absorbed in the environment — so this process is ordinarily quite imperfect in an environment which is dominated by such adult impositions as negative judgment, untimely interruption, manipulation and psychological abandonment. When the early years are bound up in this type of desperate struggle for self-expression, the ultimate result is a dysfunctional personality that reflects an underlying drama of unmet needs and unresolved conflicts throughout life. Montessori teachers can only overcome these pervasive obstacles in their own personality with powerful transforming thoughts centered on the reality of the *"normalized"* child.

Transforming Thoughts

> *"When man loses himself in mere speculations, his environment will remain unchanged, but when imagination starts from contact with reality, thought begins to construct works by means of which the external world becomes transformed..."*
>
> **Dr. Maria Montessori**
> *from **Spont. Act. in Ed.**, p 241*

Montessori teachers must fundamentally transform their thoughts from those of control, dependency, limitation and prejudicial expectations with children — to a much more expansive vision of harmony with fundamental laws of nature. Thinking about the Montessori principle *"preparation of the environment"* can guide the teacher to change from her ordinary tendencies to control and manipulate — to approach the child more indirectly by *"controlling the environment, not the child"*. In practice, this Montessori

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Moment of Peril

by Lee Havis

LEAVING MOM

When a young child does not wish to voluntarily leave its mother to begin the school day (**see *Observer*,** *March, 1997*), the Montessori teacher must employ Montessori principles in cooperation with the mother if possible, to assure an effective result for the child. Since Nell's mother in this case is willing to cooperate, the teacher should explain to her the approach of *"control the environment, not the child"*, and give her specific instructions to behave properly in this situation.

Here, the teacher must help the mother to disengage her *"personality"* from Nell's environment — to restrain and control those various subtle manipulative devices of her being that prolong and frustrate Nell's normal entrance into the classroom environment. The teacher should advise the mother to restrain any undue drama, such as prolonged hand-holding, sitting on lap and other types of psychological attachment and mutual dependency.

When Nell shows an undue need for the mother's attention and physical proximity, the mother should point Nell to something of interest or activity in the environment. As Nell begins to find comfort and warmth in the companionship of the teacher and other children, the mother should be able to obtain eye contact and gesture "good bye" in a brief and matter-of-fact manner.

This process of leaving Mom should result in a shorter period of drama on each occasion. However, if the mother-child relationship is simply too dependent and attached, it may be best to advise the mother to take the child home and try again another time, if possible. In no case, should Nell be forced or manipulated to leave her mother because of the potential mistrust, fear and disturbance that this would cause in this fundamental parental relationship.

Disturbing Negativity

Five year old Jenny is constantly criticizing the other children with whom she holds a considerable influence. Because of her age and outgoing personality, she can influence many children with her strong negative invectives and judgmental opinions. However, this tends to discourage the younger children, and they have begun to imitate Jenny's negativity in their self-criticism and communication with each other. Despite the teacher's considerable efforts to control Jenny's negativity

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Change

Cont'd. from Page 2, Col. 3

approach involves a thorough analysis of the child's environment — to remove and correct those various detrimental influence around the child that deter its true normal development.

A Thorough Analysis

> *"Only a thorough analysis leads to the discovery of the changes that occur continually in the child... It is precisely these changes that have the greatest bearing on the method of education."*
>
> **Dr. Maria Montessori**
> *from **From Childhood to Adolescence**, p 2*

Montessori teaching requires the adult to thoroughly analyze the scene of a child's *"misbehavior"* — to find and remove those detrimental aspects in the environment which are at cause in the situation. Such a thoughtful analysis must begin with a careful *"observation"* of our own *"personality"* — to change those thoughtless patterns and tendencies which deter the child's full normal self-expression. In this way, an evolution occurs in the child — a fundamental change in the child's whole being from a state of disorder and random fantasy to the well-ordered self-discipline of the child's true nature.

Evolution

> *"The process of self-perfecting is called Evolution..."*
>
> **Dr. Maria Montessori**
> *from **To Ed. the Hum. Potential**, p 19*

The child perfects its own being in the Montessori environment through the process of *"normalization"* — an evolution that is marked by a series of focused activities and various points of contact with the environment. As the child begins to take an intense interest in some object or activity, the teacher changes her initially active, directive manner to one of a passive, detached observer. During this process, the Montessori teacher must particularly observe to notice signs of the child's profound concentration on one single object of interest — the defining moment of *"normalization"* when a sudden inner change occurs in the child at its deepest level of being.

Concentration

> *"...change, which creates almost a uniformity of type, does not occur gradually, but appears all of a sudden. In any given child, it follows invariably upon a spell of deep concentration on some activity."*
>
> **Dr. Maria Montessori**
> *from **Absorbent Mind**, p 202*

The event of *"normalization"* — the central focus of Montessori education — occurs in a moment of profound concentration when the child's whole attention is focused on one single object of interest. After such normalization, the child reflects such qualities as a calm, self-disciplined manner and independent learning through a wide variety of goal-directed activities. The teacher must continue to support these fundamental inner changes in the child by following the guidance and direction of eternal and infinite laws of life.

Cont'd. on Page 4, Col. 3

Internet Update

Cont'd. from Page 1, Col. 1

internet through various newsletter services which reach a much broader segment of the general population. In this way, the general public with access to computers may more easily find the Society's newsletter, and obtain the corresponding subscription membership.

The Society's web page is also linked to related Montessori services, such as the **TRUST TUTORING** home page at http://www.wdn.com/trust. This page features the *"Evaluation of Basic Skills"* test — a revolutionary breakthrough in standardized testing which is based on Montessori principles.

Also, this web page is linked to the home page of the *Montessori Education Discussion List* which provides an on-line conference discussion with hundreds of parents, teachers and others throughout the world — a wide-ranging dialogue on a variety of Montessori topics. Manager of this Montessori newslist is Society member, **Sonja Buhlman**, who is located on the internet at "buhlman@earthlink.net".

The Society is also linked to other sites concerned with Montessori on the internet. The *Maryland Public Assembly* will also be linked with the Society at the address: http://www.wdn.com/trust/mpa

Child matching geometric solid objects with their corresponding names — College of Early Learning (Columbia, South Carolina)

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Public Assembly

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"The Assembly includes an active membership in the three major jurisdictions of the state — and we are prepared to include every local jurisdiction where there is interest."

In May, 1997, the Assembly agreed to local rules for voting for state representatives and other Assembly officers in each jurisdiction. Once the permanent state central committee is determined by such voting, the platform committee and other Assembly activity will be set in motion. Eventually, endorsement procedures will be established, and voting will be carried out for specific candidates throughout the state.

Havis said he was encouraged by the initial effort and good will of those participating so far. "Several persons have volunteered to make telephone calls, and to work on the various committees. Several persons have also volunteered their services to help us prepare a web site for the Assembly on the internet. I hope that our efforts here in Maryland will encourage others to set up similar organizations elsewhere." For further information, contact: Maryland Public Assembly, 912 Thayer Ave. #205, Silver Spring, MD 20910, tel. (301) 589-0733.

* * *

Moment of Peril

Cont'd from Page 3, Col. 1

with others, she persists with great determination as a major disruptive influence on the normalization of the entire classroom. *What to do?*

Answer in September, 1997 ***Observer***

Elementary aged child using language materials to learn French at College of Early Learning — Columbia, South Carolina

Standardized Test

Cont'd from Page 1, Col. 2

more favorable changes and growth to our program and related tutoring services. More importantly, I think the test will help focus teachers, parents and schools on the Montessori principles in their planning and implementation of instruction".

The start-up kit to administer the *"Evaluation of Basic Skills"* test is $49.95, and includes the administration manual, 50 test forms and more. Society members may order through the Society for only $39.95 (postage included). For more information about **Trust Tutoring** and the EBS test, contact: **Trust Tutoring**, 912 Thayer Ave., #205, Silver Spring, MD 20910, Tel. (800) 301-3131.

Change

Cont'd from Page 3, Col. 3

Laws of Life

> *"... programs can be changed, the laws of life are immutable. If we base education on the laws of life, we will create genuine levels of education rather than mere curricula."*
>
> **Dr. Maria Montessori**
> *from* ***Education and Peace****, p. 106*

While the teacher must certainly change to meet the changing needs and interests of the child, her guidance must always be that of unchanging commitment to fundamental laws of life. Even with the *"normalized"* child, the Montessori teacher must continue to apply such principles as *"preparation of the environment"* by providing new materials and lessons as indicated by each new point of interest expressed by the child. The adult can always refer to these fundamental Montessori principles as a reliable inner guidance for effective action with children.

Montessori Principles

> *"Times have changed, and science has made great progress, and no less our work; but our principles have only been confirmed."*
>
> **Dr. Maria Montessori**
> *from* ***Discovery of the Child****, p. ix*

Montessori principles provide an inner control of error — to help us change our behavior according to the needs of the *"normalized"* child. These basic principles of nature help us focus our *"inner preparation"* to control and remove the detrimental influence of our *"personality"* in the child's environment. As we make these necessary inner changes in our being with children, the larger outer change to a new and better humanity begins to appear from this *"new education"* in the world.

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Children engaged in sensorial and language activities at the Casa Montessori in Farmington, New Mexico

Casa Montessori in Farmington, New Mexico

Casa Montessori was established in 1976 to offer a Montessori educational program for children in the northwestern corner of New Mexico. In 1983, **Teresa Fleming** became the owner — and she has been its active director and primary classroom teacher ever since.

The school is located in the four corners area of New Mexico near Colorado, Utah and Arizona. It serves a diversity of families in the local community. Several children from the nearby Navaho Indiana Nation attend under tuition grants provided by the tribe.

The building and grounds of the school were especially designed and constructed to operate as a Montessori program. Two classrooms are provided — separated by an office which has one-way viewing mirrors for parents and other visitors. The school serves children aged 2-6, on a half-day daily basis. The program includes art, music and instruction in the Spanish language.

Ms. Fleming is a 1977 graduate of the University of New Mexico, and is active in many community outreach activities to improve the quality of education. She serves on the board of a private foundation which helps the local schools by awarding small grants of money for teachers to implement their creative ideas for better education.

For further information, contact: Teresa Fleming, *Casa Montessori*, 4300 College Blvd., Farmington, NM 87401. Tel. 505-325-0656.

Public Assembly Elects Permanent Committee

On July 9, 1997, the *Maryland Public Assembly* confirmed the election of its permanent central committee: **Jack Jones** (Prince George's County) and **Lee Havis** (Montgomery County). Havis was elected Assembly chairperson.

The Assembly is a grassroots nonpartisan citizen organization that closely follows Montessori principles in all aspects of its operation. It is open to all voters in the state — and each county forms a local committee with representation on the state central committee. Each local committee will conduct its own candidate selection and endorsement procedures.

The July meeting also designated members of its Platform Committee and Public Information Committee. The Platform Committee is presently considering all offerings for inclusion in the Assembly's platform of issues. The final version

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IMAC Presents Testimony before US Department of Education

On June 18, 1997, the United States Department of Education heard testimony to consider the further recognition of the *Montessori Accreditation Council for Teacher Education* (MACTE). **Lee Havis**, director of the *International Montessori Accreditation Council* (IMAC) presented testimony opposing such recognition in view of the other accrediting agency's failure to demonstrate a proper purpose under the relevant criteria.

Since both agencies accredit Montessori teacher education, Havis believes that IMAC should be recognized to assure a more balanced presentation of this field to the general public. Havis noted also that IMAC standards are more inclusive of the entire Montessori community.

Havis specifically noted that not a single MACTE institution had become qualified for federal funding and achieved a successful federal loan or grant to even one of its students. He stated that without this participation in federal funding, the Department's recognition criteria are not properly met. He also indicated that the IMAC petition for recognition was denied on these same grounds — and this represents an unfair advantage to the other agency.

Sandi McDonald-West represented the MACTE agency at the hearing, urging its continued recognition and expansion of its scope to include the participation of more review committees than were originally provided for in 1995. Following a staff report and lively debate of the relevant issues, the Advisory Committee hearing the matter voted to adopt the staff recommendation to:

A. Grant continued recognition for a period of two year.

B. Specify that recognition will only include the accrediting activities of the *American Montessori Society* Review Committee and the *Independent Montessori Consortia #1* Review Committee (Those are the only Review Committees

Cont'd. on Page 4, Col. 3

Peace

by Lee Havis

> *"The question of peace cannot be discussed...in the narrow sense of avoiding war and resolving conflict between nations without recourse to violence...peace is the positive notion of constructive social reform."*
>
> **Dr. Maria Montessori**
> *from* ***Education and Peace****, p.xi*

Montessori teaching — applying fundamental principles of nature to the education of children — also provides an indirect basis for establishing a truly constructive peace in the world. No amount of teacher-dominated learning from a predetermined curriculum could ever achieve the kind of real peace that emerges from an education based on the normal development of children. This "new education" of Montessori performs its great work for peace by freeing the child's true spirit of love and harmony for full expression with others in society.

Great Work

> *"It is not enough to preach an abstract principle or to attempt to persuade others. A 'great work' must be undertaken."*
>
> **Dr. Maria Montessori**
> *from* ***Education and Peace****, p.xiii*

The great work of Montessori teaching lies in the adult's committed practical application of such fundamental laws of nature as (1) "*Observation*"; (2) "*Individual Liberty*" and (3) "*Preparation of the Environment*". These three Montessori principles can effectively guide our actions with children towards real peace in a most positive manner — to restrain our negative habits of repression, control and manipulation of the child, and to create new patterns of behavior which are more consistent with the child's truly normal development. Traditional education may well attempt to offer the concept of peace to children as a subject to study — but it would invariably arise only within the limited understanding of this term as known from human history.

Human History

> *"Human history teaches us that peace means the forcible submission of the conquered to domination..."*
>
> **Dr. Maria Montessori**
> *from* ***Education and Peace****, p.6*

History shows us a concept of peace which is as transitory as it is negative in nature — a proposition implying only the absence of war. Such a limited notion of peace disregards the condition of resentment and inner feelings of fear, impotence and anger that persists in the person subjugated to the dominion of others — the breeding ground for yet further continuing violence in the future. A broader perspective of peace would recognize the essential cause of war as within the human personality itself.

Cause of War

> *"...the cause of war does not lie in armaments, but in the men who make use of them."*
>
> **Dr. Maria Montessori**
> *from* ***Education and Peace****, p.25*

The motivating factors for human violence are found within a defective personality formation from early childhood — the legacy of past abuse and neglect which comes out in the adult's drama of repressed feelings, conflict and frustrated self-expression in society. No treaty or political accord among nations could ever fully eradicate these deeply rooted defects of personality formation. The blind struggle for power and control so often seen in adult society is, in essence, a continuation of the young child's battle with adults for normal development during the critical early years of life.

Blind Struggle

> *"The failure, the weakling, the slave and the arrested personality are, in short, always the products of an education that is a blind struggle between the strong and the weak."*
>
> **Dr. Maria Montessori**
> *from* ***Education and Peace****, p.18*

At home, and later in school, the child must ordinarily struggle blindly with parents and teachers who do not understand and therefore cannot adequately respond to its normal needs for self-directed learning. Since the child's "*absorbent mind*" must necessarily adapt to the various detrimental impositions of adult personality, a separation occurs in the child's personality which fundamentally disturbs all its normal social functioning. The mistreated young child then grows to become the isolated, fearful and dependent adult — substantially unfit for a normal civic life of concern and caring for others.

Civic Life

> *"Society at present does not adequately prepare man for civic life...Human beings are brought up to regard themselves as isolated individuals who must satisfy their immediate needs by competing with other individuals."*
>
> **Dr. Maria Montessori**
> *from* ***Education and Peace****, p. xi*

True peace in society requires a vibrant civic life of interrelated activity among individuals who work together cooperatively in a state of mutual respect and trust. However, such a normal social harmony cannot exist with persons who are consumed by their own personal desires for power and control — and separated from each other by a basic sense of mistrust and disharmony. The only hope for real peace therefore lies in a *new education* for children — to establish the basis for a more normal, intimate and cooperative way of being in the adult society of the future.

Hope for Peace

> *"Our hope for peace in the future lies not in the formal knowledge that the adult can pass on to the child, but in the normal development of the new man."*
>
> **Dr. Maria Montessori**
> *from* ***Education and Peace****, p.58*

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Moment of Peril

by Lee Havis

Disturbing Negativity

Five year old Jenny is definitely the "hub" child in the midst of a very disturbing negativity in the classroom. (**see *Observer, May, 1997***). However, the teacher here has become too involved in trying to resolve this matter directly with Jenny herself — and so she must reexamine her application of the approach of *"control the environment, not the child"*.

The teacher's efforts in speaking with Jenny directly have involved some deeply hidden unknown errors in the teacher's "personality". Without being aware, she is probably using words with some negative or manipulative content herself — and this is reflected by Jenny in her continuing negative communication with the other children.

The teacher must therefore turn her attention to the *"other children"* — to control this more accessible element in Jenny's environment. Such control can be best implemented by offering encouraging words and positive praise for their efforts at every possible opportunity.

As the teacher speaks more positively with the *"other children"*, Jenny will listen and learn indirectly — to recognize the errors of negative language and the benefit of becoming more positive with others. In time, Jenny will learn to control her own negative language habit — as she gradually acquires a more positive relationship and association with others. In this way, she will come into a more normalized way of being in harmony with her entire environment.

Fantasy Play

Four year old Frank seems to spend all of his time with the most simple activities of practical life, such as manipulating play dough. He has been using this material in a repetitive manner for several weeks — making snakes and balls of various sizes. Sometimes, he refers to his playdough activity to other children in connection with such cartoon characters as Batman and Ninja Turtles. In addition, Frank's mother has told the teacher how anxious she is for Frank to succeed in his academic activity. However, when the teacher invites Frank to choose other more challenging activity, he resists — stating his preference for the play dough activity. *What to do?*

Answer in November, 1997 ***Observer***

PEACE

Cont'd. from Page 2, Col. 3

Dr. Montessori's *new education* serves the great cause of peace by helping children achieve a normal development — a way of being which is consistent with the cosmic order of the universe. Fundamental laws of nature, not the habits and prejudices of personality, are the guiding principles for this type of Montessori teaching with children. The adult applies the three basic Montessori principles to allow the normal child to fully emerge as a hopeful model of universal peace for all.

The Normal Child

> *"...the normal child is one who is precociously intelligent, who has learned to overcome himself and live in peace, and who prefers a disciplined task to futile idleness."*
>
> **Dr. Maria Montessori**
> *from* ***Secret of Childhood****, p.148*

In the Montessori committed environment, even very unstable and disorderly young children can *"normalize"*; i.e., change to a state of complete and natural harmony with their entire environment. Such *"normalization"* occurs in a moment of profound concentration on some object of individual interest — and a new stable state of peaceful order, attachment to reality and sympathy with others is established in the child. From such *"normalized"* children, an orderly society will invariably emerge in due course.

An Orderly Society

> *"Children unaided can construct an orderly society. For us adults, prisons, police, soldiers and guns are necessary. Children solve their problems peacefully."*
>
> **Dr. Maria Montessori**
> *from* ***Absorbent Mind****, p.285*

While adult society still flounders in considerable discord and chaos, normal children show us the natural state of real peace in their spontaneous social activity. No imposing adult threat, coercion or force to the child is required to assure and maintain such an orderly society. However, to achieve this condition of peaceful order, teachers and parents must carefully control their own *"personality"* in the child's environment — to face the real enemy of unknown errors and prejudices within themselves through a constant process of inner preparation.

The Real Enemy

> *"The real enemy is man's impotence against his own products...To vanquish this enemy, man has only to react to and behave in a different manner towards the environment."*
>
> **Dr. Maria Montessori**
> *from* ***Formation of Man****, p.18*

Montessori teaching requires our constant inner preparation to overcome and control the various negative patterns of thought and action that have become so deeply ingrained in our ordinary way of being as *personality*. We can, however, defeat this real enemy of peace by applying the three Montessori principles to *"control the environment, not the child"*. Such Montessori teaching creates the very attractive picture of adult and child working and learning together in a growing state of peace, harmony and mutual respect.

Attractive Picture

> *"The child developing harmoniously and the adult improving himself at his side make a very exciting and attractive picture."*
>
> **Dr. Maria Montessori**
> *from* ***Education and Peace****, p.24*

Montessori teachers assist and cooperate with the *"teacher within"* the child itself — a commitment to follow Montessori principles over the ordinary repressive path of traditional education. While the child develops along its own path of peaceful normal being, the Montessori teacher also improves herself with such inner qualities as greater patience, order and humility. If this attractive picture of mutual harmony and love in the adult-child relationship were more widely recognized in society, an education for peace could be extended far beyond the confines of a particular school or classroom situation with children.

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Child working with the "knobless cylinders" at Casa Montessori (Farmington, New Mexico)

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Public Assembly

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will provide the basis for candidate selection and endorsement procedures.

The Public Information Committee will provide and distribute basic informational literature about the Assembly — to invite membership participation from throughout the state as widely as possible. This public information work has been a major aspect of the Assembly's initial activity, which has included the distribution of notices and the publication of a suitable web page on the internet. This web page provides a considerable amount of information about the Assembly's activity — and is updated on a regular basis to maintain its current status.

Havis stated that a further Endorsement Procedures Committee will soon be designated to work out the details of selecting candidates in an open and fair manner. He noted that "Hopefully, this process will result in the endorsement of candidates who closely reflect the genuine public interest of all."

For further information, contact: Lee Havis, chairperson, *Maryland Public Assembly*, 912 Thayer Ave., #205, Silver Spring, MD 20910 Tel. 301-589-0733. *internet*: http://www./wdn.com/trust/mpa
e-mail to: havis@erols.com.

Watch for Report in November Observer

Montessori Conference
Columbia, South Carolina
September 20-21, 1997

Child working with "practical life" material, the bow tying dressing frame, at the Casa Montessori school in Farmington, New Mexico

Peace

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Education for Peace

> *"Constructive education for peace must not be limited to the teaching in schools. It is a task that calls for the efforts of all mankind."*
>
> **Dr. Maria Montessori**
> *from* ***Education and Peace****, p.24*

The work of establishing peace through education unfolds a little each day as we apply Montessori principles with others at every opportunity. We must therefore continually adapt our thoughts and actions to these infinite and eternal laws of nature — particularly in our interaction and engagement with children. Such a *new education* can then become a tangible present hope and support for a real peace in the world— even as we look forward to its complete realization in the *new humanity* of tomorrow.

IMAC Presents Testimony

Cont'd from Page 1, Col. 3

that currently have an institution/program actively involved in the application process for approval to participate in federal funding)

C. Deny the agency's request for an expansion of scope at this time

D. Require the agency to submit an interim report by June 1, 1998 on the various issues and problems relative to its compliance

The US Department of Education staff particularly noted their concern that federal funding "is clearly not a high priority for the vast majority of MACTE-accredited program" — and that any grant of continued recognition not be abused by misleading information about the more limited scope of such recognition. It also pointed out the difficulty of limited communication with the various review committees that the Department must oversee to assure that they are actually performing the required site-visiting and recommendation-making.

Havis stated that IMAC will continue to dispute the other agency's federal recognition — and will raise the relevant issues at the next hearing to consider this matter before the Department.

In a related matter, the IMAC Advisory Committee met on July 23, 1997 to review the proceedings with the US Department of Education. It also voted to change the accreditation status *of Woodlands Training Centre* (Sri Lanka) to that of "probationary" until December, 1997.

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The Montessori
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Possessive Instinct

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Task Force Convened for Educational Reform

The governor of Maryland (U.S.A.) recently impaneled a special task force to undertake a comprehensive review of education in the state. Known as the *"Task Force on Education Funding, Equity, Accountability, and Partnership"*, it is chaired by former state legislator, **Gene Counihan.** Membership includes various legislators, public education officials and other persons selected for their interest in state education. The task force has been particularly concerned with services for "at risk" children and how public/private partnerships could better improve education in the state.

In October, 1997, the task force held a series of public hearings on the relevant issues — to include the ideas and opinions of a broad spectrum of the general

Cont'd. on Page 3, Col. 4

Maryland Public Assembly Approves its Platform of Issues

On October 11, 1997, the Platform Committee of the *Maryland Public Assembly* met and agreed to a Platform of issues which addresses a wide range of concerns of the people of Maryland. Thereafter, the platform was officially accepted by the Assembly's Central Committee. **Lee Havis**, Assembly chairperson indicated that "I think this platform very well conforms with Montessori principles, and will provide a most suitable basis for the Assembly's endorsement of public interest candidates in Maryland."

After adopting the Platform, the Central Committee circulated it to the Assembly members along with a set of 'Endorsement Rules" and a "Candidate Selection" questionnaire, proposed by Havis. These documents, when finally adopted, will provide the basis to endorse and support specific candidates for public office in the state.

The Assembly's Platform is divided into six separate sections, *Electoral/Political Reform, Education, Environment, Human Resources, Budget, Taxes and Revenue*, and *Foreign Affairs*. Under each section, various planks are

Cont'd. on Page 4, Col. 1

Participating in the Montessori conference in Columbia, South Carolina are (from left) Lisa Rutstrom, David Kennison and Bianca Ricchione — September 20-21, 1997.

Montessori Conference in South Carolina

Experiencing the Truth — September 20-21, 1997

The Society's 1997 "*Creating the New Education*" conference was held in Columbia, South Carolina on September 20-21, 1997. Participating were Montessori educators and parents from the states of South Carolina, North Carolina and Maryland. The local host school, *College of Early Learning*, was represented by its staff and many of its active parent body.

The conference particularly considered the important distinction between "knowledge" and "experience" in Montessori teaching; i.e., how to experience true Montessori teaching beyond the level of its academic knowledge or theoretical agreement in words alone. This distinction between "words" and "action" was recognized as a central concern for all Montessori practitioners.

Lee Havis, Society executive director who led the conference, stated that "the experience of the '*normalized*' child is central to effective Montessori teaching — and I have seen how our conference really draws out and support this to occur. On the first day, the participants become aware of various detrimental habits of their personality expression with children. This seems to prepare for the experience of the second day when the *normalized* child tends to spontaneously emerge of itself. This experience appears to be related to the participants noticing their being different from their personality."

After the conference, Havis observed and consulted with staff and parents at the *College of Early Learning*. He noted that "I am particularly impressed with the interest of some parents at the school to hold further regular meetings to continue the process of inner preparation we set in motion at the conference. I think this will considerably support and sustain the conference experience in the lives of all persons connected with the school."

Havis also noted the recent election of **David Kennison**, a principal staff member of the local host school, to serve as president of the South Carolina chapter of the *American Civil Liberty Union* (ACLU). This organization plays an important role in protecting constitutional rights in the United States. He indicated that "David's service as state ACLU president is an opportunity to bring greater visibility to such Montessori principles as 'individual liberty' in society. I congratulate the membership of the ACLU for its vote of confidence and support for David's leadership in these efforts."

Further Society conferences will be scheduled according to interest. Contact the Society to help schedule a specific date and location in your area. Contact: IMS, 912 Thayer Ave., #207, Silver Spring, MD 20910, tel. (301) 589-1127

POSSESSIVE INSTINCT

by Lee Havis

> *"Usually when we see something we feel a desire to possess it. The more a person possesses, the more he wants to possess. All men, rich and poor alike, want to possess things. And we really should think of them not as normal men, but as sick men."*
>
> **Dr. Maria Montessori**
> *from* ***Education and Peace****, p.89*

The desire to own and control things is well-known and common in the ordinary adult personality. Not so well-known perhaps is the deviation of this possessive instinct from our true normal nature as discovered by Dr. Montessori. Such a possessive instinct has its origin in the formation of the abnormal child.

The Abnormal Child

> *"...In the abnormal child we see clear evidence of this urge to possess...He is a child who does not work, who has sensations but does not love."*
>
> **Dr. Maria Montessori**
> *from* ***Education and Peace****, p.89*

When the young child's normal desire to freely work with objects is frustrated by a restrictive, unstimulating environment, the child will reactivity seek to possess the objects as an end in itself. Such an abnormal possessive tendency can then become firmly fixed in the child's whole personality formation for life. This abnormality often emerges as part of a pattern of fatigue and hatred towards all forms of interaction and engagement with the environment.

Fatigue and Hatred

> *"Fatigue and hatred are dark shadows of the urge to possess that cloud men's minds."*
>
> **Dr. Maria Montessori**
> *from* ***Education and Peace****, p.90*

The possessive child tends to use objects as toys — showing an underlying fatigue and boredom in their use after only a brief period of time. Whereas a normal child will concentrate on an object of interest for a considerable period of time, the possessive child may well consume its entire mental energy in moving impatiently from one object to the next — seeking only their momentary possession and control. Even children with a very retiring temperament can show this abnormal desire to possess and control physical objects.

Retiring Temperament

> *"Children of a retiring temperament tend to accumulate and conceal things."*
>
> **Dr. Maria Montessori**
> *from* ***Secret of Childhood****, p.164*

The possessive instinct is often evident in shy, retiring children through their patterns of subtle manipulation, stealing and concealment of objects. Teachers must remain particularly vigilant of such children — to assure that important pieces of equipment are not lost or stolen from their proper place in the environment. Underlying all these possessive behaviors is the child's driving desire for power.

Desire for Power

> *"...associated with possessiveness is a desire for power...however becomes diverted when...it is reduced to mere covetousness."*
>
> **Dr. Maria Montessori**
> *from* ***Secret of Childhood****, p.165*

When a young child cannot gain power through a normal use and interaction with objects, it must then seek to satisfy this basic need through the mere possession and control of such objects. Montessori teaching helps children turn away from these deviated expressions of power — by offering the opportunity for free use of a wide variety of well-ordered physical objects. The Montessori environment provides not only many things for children to freely handle, but also the opportunity to use them constructively for a stimulating mental activity.

Things

> *"If a child finds no stimuli for the activities which would contribute to his development, he is attracted simply to 'things' and desires to possess them."*
>
> **Dr. Maria Montessori**
> *from* ***Secret of Childhood****, p.163*

The things around a child will ideally stimulate the child to create within itself a fundamental integration of the order and harmony of the laws of nature. The Montessori environment therefore arranges and presents the physical objects in an orderly manner — to stimulate each child to choose those things which uniquely correspond with their own individual needs and interests at the moment. Children in such a prepared environment are therefore constantly using things in harmony with the needs and interests of others.

Using Things

> *"It has been said that man's greatest delight is to possess things. No! Man's greatest delight is using them!...love impels the child not towards possession of an object, but towards the work he can do with it."*
>
> **Dr. Maria Montessori**
> *from* ***Education and Peace****, p.57*

Children normally desire things to serve their own process of inner mental formation — using things according to individual interest in self-development. Montessori teachers support this individualized, self-directed learning experience with materials by following such

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Look for the
March, 1998 Observer
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Lee Havis, Executive Director

The **Montessori Observer** is mailed four times each year, in March, May, September and November, to Society members throughout the world. The purpose is to provide news and information about the Society's work in Montessori education, and to extend awareness of Montessori principles throughout the world.

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Advertising space is available for services and products relating to Montessori education. Marketplace ads are $7/line. Position and placement ads are $20 each and will be set and edited by the Society to conform to space requirements. Write for the Society's advertising outline for details about design advertising rates.

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Moment of Peril

by Lee Havis

FANTASY PLAY

Although Frank's *"fantasy play"* with play dough is rather quiet and passive (**see Observer**, *September, 1997*), it is nonetheless unnormalized behavior that requires the teacher's attention. In such a moment of peril, the *"adult personality"* is the primary detrimental influence that must be controlled.

The fact that Frank's mother seems unduly concerned for his academic performance is a clue that pressure from home may be an aggravating cause of the child's resistance to more normal work with materials in the classroom. Nevertheless, the teacher must consider her own personal action to *"control the environment, not the child"* in the classroom — and this can best be accomplished through some direct verbal communication with the child itself.

Frank's use of play dough here has gone beyond the level of constructive work. The length of time involved, the make-believe element and the fairly low level of intellectual activity (making balls and snakes) all evidence its essential purpose to escape from reality. The teacher can then safely interfere with this activity through any form of positive, friendly conversation — perhaps to discuss how the play dough can be used to make number or letter shapes, using other materials as models to copy.

If other children come around while the teacher is talking to Frank, she might ask Frank to help answer some question or solve the problem raised by the other child. Also, the teacher could comment on the activity of the other children or any other element of the environment.

Once Frank shows an interest in some other piece of work, the teacher should allow him to proceed accordingly. This other activity will gradually lead Frank to more normal engagement with reality and work in the environment.

Sneaky and Destructive

3 year old Jason has been a friendly, quiet and cooperative child for many months in the classroom. However, more recently various objects have become broken, damaged or missing in the environment, and the teacher thinks it might be Jason. However, when she questions Jason about the matter, he denies any knowledge with a quizzical "I don't know" response. *What to do?*

Answer in March, 1998, Observer

Possessive Instinct

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basic laws of nature as (1) *Observation*, (2) *Individual Liberty* and (3) *Preparation of the Environment*. These three fundamental Montessori principles enable children to learn through their own sensorial experience with the objects themselves — rather than entirely through the teacher's spoken words as is common in traditional education.

Spoken Words

> *"Children find it very hard to concentrate on spoken words, but they have no difficulty concentrating on objects."*
>
> **Dr. Maria Montessori**
> *from* ***Education and Peace****, p 80*

Since traditional education offers instruction primarily through the teacher's spoken words, young children are usually frustrated in their desire to learn from the order and stability of physical objects. By contrast, Montessori education presents the objects themselves as the primary means of instruction — the adult serving essentially as a guide and observer. Such an indirect type of teaching ultimately leads to a profound "normalization" of the child's entire way of being.

Normalization

> *"... normalization causes the disappearance of many childhood traits sloth, greed..."*
>
> **Dr. Maria Montessori**
> *from* ***Secret of Childhood****, p 154*

"Normalization" occurs in the young child through concentrated work with physical objects — revealing its true nature of spontaneous self-discipline, order and harmony with the entire environment. The *normalized* child will then reflect its natural manner of non-possessive, constructive use of objects. Such work is spontaneous, goal-directed activity that becomes the constant habit and tendency of the child in relation to its entire physical environment.

Work

> *"The child in our prepared environment does not play. He works, and greed disappears."*
>
> **Dr. Maria Montessori**
> *from* ***Education and Peace****, p 107*

The child's normal response to objects is to work with them in a state of complete concentration and focus of attention. Such an intellectual activity with objects extends far beyond the ordinary play of children with toys. The *normalized* child shows a real love for the environment — an entirely separate path of development from the greedy cravings of children for mere sensory stimulation.

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Task Force on Education

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public. A final report is due in December, 1997, and could provide the basis for significant legislative action in the 1998 session of the General Assembly.

Representing the interests of Montessori education, **Lee Havis** presented testimony before each of the three task force sub-committees; i.e., *Funding Equity*, *Accountability* and *Public/Private Partnership*. He offered various proposals to improve the conditions for Montessori education in the state.

Before the sub-committee on *Funding Equity*, Havis urged that state education funds be more fairly distributed to the local subdivisions. He specifically opposed the practice of programmatic decision-making at the state level — offering instead a precise mathematical formula to adjust the amount to each jurisdiction based on its relative wealth and local tax effort for education.

Before the sub-committee on *Accountability*, he offered proposals for (1) a "school choice program" (2) re-organization of the public school system of Baltimore City and (3) more objective state-wide testing and evaluation.

The proposal for re-organization of public education in Baltimore would establish local education committees at the

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Marketplace

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Public Assembly

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listed which affirm the Assembly's underlying purpose "to expand awareness and inquiry into matters of significant concern to the general public and to form a basis for the evaluation and endorsement of candidates". (Platform, *Preamble*)

Under the section *Education*, six specific planks are included — one which states "We support greater freedom for operation of non-public education by reducing unnecessary, unfair and excessive government regulation". Havis particularly pointed out that "this plank relates directly to the more effective operation of Montessori education in Maryland. It would specifically address the need to change such laws that presently restrict opportunity for Montessori education to freely operate in the state".

Havis indicated that the Assembly intends to establish itself as a "political action committee" with the state of Maryland — to enable its more active and effective functioning in the collection and distribution of funds for political purposes. He stated that "the appointment of a treasurer is vital to our filing as a political action committee — and will be an important step to assure a more effective management of our financial affairs."

The Assembly is open to all Maryland voters, on a non-partisan basis. Its organization and activities are reported to the general public on the internet at: http://www.wdn.com/trust/mpa.

For more information, to participate or to learn how similar public interest political organization may be established elsewhere, contact: Lee Havis, Chairperson, Maryland Public Assembly, 912 Thayer Ave., #207, Silver Spring, MD 20910, tel. (301) 589-0733.

Task Force on Education

Cont'd. from Page 3, Col. 3

neighborhood level — to enable the people of Baltimore to participate more directly in the operation of their area schools. The Havis plan for a "school choice program" would assure greater local control in education — providing a wider opportunity for such innovative funding as vouchers for non-government education. Havis also proposed more objective, individualized testing of children, such as available through the TRUST TUTORING "Evaluation of Basic Skills".

Before the sub-committee on *Public/Private Partnership*, Havis offered specific proposals to assure greater educational freedom for private education — by providing an alternative to current mandatory state certification which has been employed so repressively over Montessori education. As an exhibit to justify the need for corrective action, Havis offered a newspaper article describing how mandatory certification was employed to prohibit the Society from operating Montessori teacher education in the state. He also offered language for specific bills to correct the situation.

Havis conceded the lack of success of similar prior efforts for educational reform in the state. However, he also noted that "the current task force chairman, Gene Counihan, helped pass a bill to free in-home tutoring from the burden of mandatory government certification. This legislation made possible the operation of TRUST TUTORING in the state since 1992. Perhaps Mr. Counihan, as task force chairman, will support greater freedom for other forms of Montessori education as well."

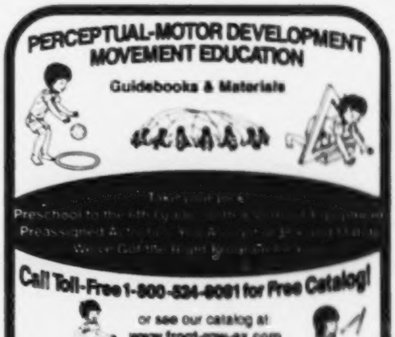
Possessive Instinct

Cont'd. from Page 3, Col. 2

Love

> *"Two paths lie open in the development of personality — one that leads to the man who loves and one that leads to the man who possesses. One leads to...the human slave who becomes the prisoner of his possessions...who comes to hate his fellows."*
>
> **Dr. Maria Montessori**
> *from* ***Education and Peace****, p 57*

The possessive instinct is an abnormal path of development that ultimately leads to hatred, separation and fear in the social setting. By contrast, Montessori education views objects as tools for self-directed learning in harmony with the overall well-being of others. As we more consistently apply the three fundamental Montessori principles with young children, a normal love of the environment will show itself in many positive ways — and the ordinary possessive instinct will gradually disappear entirely from the human personality.



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